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ABSTRACT

This manual provides instructional activities for teachers/trainers to use for in-service training of persons who work with mentally retarded, learning disabled, and handicapped clients. The first part of the booklet contains standard learning activities, such as open discussion, games, modeling, role-playing, and debates. The rest of the booklet contains learning activities specific to eight curriculum areas: systematic instruction, goals and objectives, behavior observation and measurement, increasing existing behavior, teaching new behavior, maintaining behavior, reducing and eliminating behavior, and token economies. Each learning activity includes information on purpose, duration, materials needed, instructions for carrying it out, worksheets, tests, and answers to tests. (KC)

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**REHABILITATION ASSOCIATE TRAINING FOR EMPLOYED STAFF**

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# Instructional Activities Manual

CE047642

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## INSTRUCTIONAL ACTIVITIES

The instructional activities that follow may be used as they stand, may be adapted for special groups or instructors' styles, or may simply provide ideas upon which an instructor can base learning activities. Please note a few characteristics of these activities:

1. There are a variety of instructional modes--lectures, discussions, games, practice sessions, role-plays, and application exercises. Some modules lend themselves to one mode or another.
2. Instructors may take advantage of the variety of modes by varying learning activities. Even a steady diet of games and role-plays can become boring.
3. Often, two or more alternative activities will be recommended. This allows instructors to vary modes or to provide additional learning activities for trainees who need extra help. Instructors may, if necessary, use all the alternatives to reach a particular objective.
4. Some instructional delivery systems may work better with certain modes of instruction. For example, audiovisuals (such as films) are difficult to use when teaching by telephone conferencing. Games, however, may promote both competition and cooperation among the stations (which are otherwise isolated by not being in the same location).
5. Self-tests may be checked by the trainer in tutorial situations. In the other delivery systems, self-tests may replace other activities. Discussion of self-tests as an activity is not usually listed in the IAPs, but it is often an excellent exercise.

The next section begins with descriptions of a few of the standard activities that are found in several modules. These standard activities are referred to in the IAPs. Following the standard activities are the IAPs themselves.

### Standard Activities

Standard Activity: Open Discussion. Open discussions (recitations) are intended to assure that all trainees have learned the basic information covered in a module. Be sure that all trainees participate. A common sequence for the discussion could be the following:

1. Lecture briefly over the module, giving personal examples or experiences which relate to the main topics. Lecture should cover a maximum of 10 minutes.
2. Ask whether anyone has questions. If someone has a question, call on another trainee to answer.
3. Using the items listed under this activity in the IAP or the objectives listed in the text, ask trainees questions. Do not follow a predictable routine when calling on trainees. Occasionally, call on a trainee twice in a row. Praise correct answers and expand on them

if necessary. If a trainee makes an error or does not respond, call on another trainee; then go back to the trainee who was unable to answer and repeat the question.
Note: First ask the question, then call on a trainee. This keeps trainees from "tuning out."

4. Summarize the major points covered and ask for questions.

Standard Activity: The Objective Game. This game usually serves as an alternative to the open discussion and serves the same purpose. The group is separated into small groups (2-4 trainees).

1. Divide into groups. If training involves staff from more than one facility, assign trainees from different facilities to each group. This promotes sharing of knowledge and informal discussion; it also prevents destructive competition between facilities.
2. Tell all groups to prepare 3 or 4 questions based on the objectives. Give them 5 minutes to do so.
3. Rotating among groups, have each group ask one question and choose another group to answer (or allow the first group with an answer to give it).
4. Score the answer as follows:

   Complete, accurate answer = 3 points
   Nearly accurate or nearly complete answer = 2 points
   Partially correct answer = 1 point
   Incorrect or no answer = 0 points

5. For answers less than 3 points, another team can complete or correct the answer for the remaining points.
6. If no team completes the answer or there is a dispute, the team which asked the question must complete or correct the answer. The instructor acts as arbiter and awards the points if necessary. Keep it friendly. Give the benefit of the doubt.

The Objective Game may be adapted for use in practice activities.

Standard Activity: Fault-Finding Game. Teams set up situations in which there are flaws involving treatment programs, ethical considerations, philosophy (e.g., normalization), specification of objectives, or legality of placement or program. The other teams seek out the flaws.

This activity not only makes people sensitive to subtle issues, it also makes them aware of the difficulties in their own programs. It is common for teams to design faults that occur in their own facilities. In this game, designing the faults is every bit as enlightening as finding them.

1. Divide into teams of 3 or 4 persons.
2. Assign a topic for the situation.
3. Tell teams that there should be one or two faults relevant to the current module or one covered earlier in the training.
4. After situations have been written, have the first group describe its situation. All teams try to find the faults (alternatively, you may rotate so that team 2 finds faults in the team 1 situation, team 3 finds faults in the team 2 situation, etc.). When describing a fault, a team must also give a possible solution.
5. When one team has finished and all faults have been found, rotate to the next team.
6. Score as follows:

   Fault + solution = 3 points
   Fault + partial solution = 2 points
   Fault = 1 point
   A team which has designed a clear fault which is not detected may earn points by describing the fault and a solution.

Standard Activity: Modeling. Models and demonstrations may be clearer than descriptions. There are two effects of modeling:

1. Observational learning--trainees may learn new skills by observing models.
2. Disinhibition/facilitation--seeing a model perform a behavior may make a trainee more comfortable and less resistant to practice. An instructor may specifically demonstrate both poor and good examples. This not only improves trainees' abilities to discriminate when techniques are used correctly and incorrectly, but it may also improve willingness to practice and reduce fear of making errors.

There are several characteristics of modeling which may enhance its effectiveness:

1. Greater imitation will occur if the model a) is an expert or person of high status, b) is similar in some way to the trainee (as, for example, a well-liked co-worker), or c) controls rewards for the trainee.
2. Imitation is increased if the trainees see another trainee rewarded for following the demonstration. On the other hand, the model will be less effective if trainees see another trainee criticized for inaccurate imitation. Thus, try to find something to praise in every attempt to follow a model.
3. The instructor should a) gain the attention of the trainees before modeling, b) tell trainees what specific points to look for, c) model those points directly without unnecessary irrelevant details, d) ask the trainees to point out how the model demonstrated the points to be learned, e) ask a trainee to model the same skill in the same or a similar situation, and f) praise the trainee for performing the modeled behaviors.

4. Modeling should be followed by role-played practice by all trainees or by actual on-the-job practice.

Standard Activity: Role-play. Many of the techniques taught in the modules may be simulated in role-plays or may be rehearsed. In some role-plays, trainees pretend to be involved in a situation which might arise.

Role-plays can serve several purposes. They may serve as skill practice, as a way to apply knowledge in decision-making situations, or as a way to develop sensitivity to other persons and to ethical and philosophical issues.

Role-plays for skill practice may follow modeling. The following recommendations may be helpful:

1. Describe very clearly what you want the participants to practice. For example, say "Jim, you will teach Ann how to cut glass. Use the task analysis to do a whole-task presentation. Ann, make a few errors and get a few steps right."
2. Start by practicing only parts of tasks; in the above example, Jim and Ann might be asked to role-play only one step in the task analysis. Then, another pair could be asked to role-play that step and one more. Finally, another pair could role-play the entire task.
3. Ask the rest of the trainees to evaluate each role-play according to the criteria established in the module (using performance evaluation check sheets if appropriate). If the role-player "gets stuck," ask another trainee to suggest what should be done next.
4. Provide feedback to the trainee following role-play. Point out what the trainee did right. Ignore minor errors. If you must point out an error, describe or demonstrate how to correct it and ask the trainee to practice that part of the situation again.

Role-plays for decision making may give trainees an opportunity to experience problem-solving processes. Trainees apply knowledge or philosophy to hypothetical situations. They may be assigned to play a particular role (such as parent or case manager) or may be themselves. This type of role-play is somewhat less structured than a role-play for practice, but the same recommendations apply.

One procedure which promotes communication among staff is to "rotate problems." Group 1 sets up a problem (from a real work situation, if possible) for Group 2 to discuss, Group 2 sets up a problem for Group 3, and so on. Solutions are then reviewed by the whole group.

There are a number of ways to use role-playing to promote sensitivity or attitude change. Role-reversal involves taking on the role of another person with whom the trainee might work. The trainee might be assigned to be a client, parent, or therapist.

Structured role discussions are role-plays in which trainees are assigned roles and attitudes to display during a discussion. After the discussion, trainees are "debriefed." They read their "attitude descriptions" aloud. Then

group members explain their feelings about the discussion and about the individuals as they played their roles.

In a debate, trainees are assigned to advocate for a position. The topic is presented by the instructor. Debate teams are established in one of the following two ways:

1. A panel of 3-4 trainees per team present the pros and cons of an issue. After the debate, the audience of trainees vote and give their feelings about the issue.
2. Trainees are divided into groups of 2, 4, or 6. They debate in these small groups.

Here is a common sequence for a debate:

1. Announce the topic.
2. Divide into teams.
3. Allow 5 minutes for preparation.
4. Debate for 10 minutes.
5. Allow audience voting and participation, or tell debaters they must now switch sides and argue for the other side.

INTRODUCTION TO SYSTEMATIC INSTRUCTION (RA-1)

TASK 1: OBJECTIVE GAME
Purpose: Cover all objectives
Duration: 30 minutes
Materials needed: Module text (one per student)
Instructions: See p. 2

Assure that the following items are covered:

| | |
|---|---|
| Steps | Reasons for IPP |
| Reasons for task analysis | Reasons for measuring behavior |
| Reasons for baseline | Criteria for goals and objectives |
| Reinforcer | Reinforcement |
| Punisher | Punishment |
| Discriminative Stimulus | Extinction |

TASK 1 ALTERNATIVE: OPEN DISCUSSION
Purpose: Cover all objectives
Duration: 30 minutes
Materials needed: Module text
Instructions: See p. 1

Cover items in Task 1. Remember that this is an overview. Do not attempt to get full understanding of each topic.

TASK 2: PRACTICE ON SHORT-TERM OBJECTIVES
Purpose: Objective 3
Duration: 40 minutes
Materials needed: Module text (one per trainee)
One list of objectives per student (either from sample or from actual work setting IPPs)
Instructions:

1. Pass out lists of objectives.
2. Instruct trainees to identify those objectives which are correctly written and those which are incorrect. Next to each incorrectly written objective, trainees should note which criterion was violated.
3. After trainees have had time to check the first three objectives, discuss those three. Then have trainees complete the list.
4. Discuss the rest of the objectives.
5. Ask trainees to correct each incorrectly written objective.
6. Discuss the corrections.

Sample:
Following is a list of sample objectives, both correct and incorrect. Correctly written objectives are marked "C"; incorrectly written objectives are marked with the number of the criterion which was violated (see text).

1. Mike will know how to bathe. 1,2,4,6,7,8
2. Henry will dress himself without help. 4,8
3. Mac will ride a bicycle around the block without assistance and without stopping. C

4. Chuck will punch the time clock at work on time each day for two weeks. C
5. Susie will learn how to type 60 words per minute. 6
6. Debbie will take an entire roll of pictures without covering any with her finger. C
7. Mary will be taught to dress herself, with all clothes matching, no dirt or holes in any clothes, shoes tied, all buttons, snaps or zippers fastened, and all clothes tucked in if appropriate, with no help for three consecutive work days. 3
8. John will pay attention to what his work foreman says. 4,7,8
9. Carl assembles at least 12 correct drapery pullers per hour for three consecutive days. C
10. Olive will fully understand the consequences of sexual intercourse following counseling. 1,2,4,7,8 (Note: The statement "following counseling" does not describe the conditions under which the goal behavior will occur. Instead, it describes a program for reaching the goal.)
11. Ted will not burp, belch, or make animal noises. 5,8

TASK 3: FILM
Purpose: Objective 7, Behavior Principles
Duration: 60 minutes
Materials needed: Film "Who Did What To Whom?" Available from Research Press.
Instructions:

This film shows brief vignettes which illustrate behavior principles. Using the booklet which accompanies the film, show vignettes, and discuss them.

TASK 3 ALTERNATIVE: DISCUSSION OF BEHAVIOR PRINCIPLES
Purpose: Objective 7, Behavior Principles
Duration: 30 minutes
Materials needed: none
Instructions:

Ask trainees to present one example from their work or everyday life which illustrates each of the principles covered in the text. For each, discuss whether it accurately reflects the principle, how knowing the principle can affect how trainees will respond to the example, and whether other principles also apply to the example.

Test Form A-Key

1. List the steps in Systematic Instruction.

1. a. Assess skills
   b. Use IPP process to determine goals and objectives (either "IPP" or "set goals" is O.K.)
   c. Task analyze if appropriate
   d. Choose behavior measure
   e. Baseline (or, measure behavior)
   f. Assess environment in which behavior is to be used
   g. Establish instructional procedure
   h. Implement procedure and assess effect
   i. Modify plan if necessary
   j. Establish maintenance or generalization program
   k. Communicate results

2. What is the role of the IPP in Systematic Instruction?

2. It is the map - it sets the direction of programs.

3. For each of the following short-term objectives for clients, circle C if it is correctly written and circle I if it is incorrectly written.

   a. C I Morton will feel better about himself and accept his handicap.
   b. C I Gladys develops more independent living skills.
   c. C I Hamilton will brush his teeth correctly without help each day for a week.
   d. C I After a week of instruction, Ned will be able to control himself whenever he is angry or frustrated.
   e. C I Joan completes her assigned work at 50% of industry standard for two consecutive weeks.
   f. C I Andrew will go to his work station and begin his task within one minute after starting time and the end of break, with no prompts for one week.
   g. C I The counselor will help Naomi to express her feelings, by being supportive, being available to Naomi whenever she needs help, and by reflecting back Naomi's feelings.
   h. C I Frank will understand the necessity of being on time for work.
   i. C I John sorts nuts and bolts with 98% accuracy for 3 consecutive days.
   j. C I In a one-to-one tutoring session, given a sanitary napkin, Dora understands how to use it with 100% accuracy.

4. Give two reasons why it is important to gather data when implementing a Systematic Instruction program.

4. a. Helps in making decisions
   b. Accountability
   c. Communication
   d. Required by accreditation standards

5. Why is it especially important to take baseline data before beginning a Systematic Instruction program? Give at least one reason.

5. a. Determine whether behavior really is a problem
   b. Only way to find out whether program works
   c. May show you where to start in a program

Test Form A-Key (Con't.)

6. List two reasons for the use of Task Analysis.

6. a. Makes teaching easier
   b. Provides an evaluation system
   c. Allows individualization
   d. Allows consistent training

7. For each of the following situations, circle the behavior principle being illustrated.

   a. John has been assembling an average of 6 levers per hour. The floor supervisor decides to let him take a break whenever he has completed 6 levers. After one week of this, John assembles an average of 11 levers per hour.
      a. discriminative stimulus
      b. reinforcement
      c. punishment
      d. None of the above

   b. John has been assembling an average of 6 levers per hour. The floor supervisor notices that he sometimes seems to daydream. Whenever she sees him daydream, she tells him to get back to work. She sometimes has to physically move him to get him started. After a week of this, he averages 4 levers per hour and seems to be daydreaming more and more.
      a. punishment
      b. extinction
      c. reinforcement
      d. none of the above

   c. Lennie comes to the workshop dirty. He does not wash his face or hands, and he usually smells. The Independent Living Coordinator sets up a contract with Lennie in which he can earn $1 each day he comes with a clean face and hands and no body odor.
      a. extinction
      b. discriminative stimulus
      c. reinforcement
      d. none of the above

   d. Hortense frequently leaves work to rush to the nearest adult (usually the work supervisor) and hug or touch that person. The work supervisor feels that she is seeking attention and affection. However, the behavior is unacceptable. The staff ignore her hugging by continuing whatever they were doing. At the same time, they seek her out during break time and talk to her. She begins to try hugging them more and more, but after a few days, her hugging begins to decrease.
      a. extinction
      b. discriminative stimulus
      c. punishment
      d. none of the above

   e. Mac is packaging golf tees. When Dwight is supervising him, he averages 42 packages per hour. Dwight frequently checks his work and tells him when he has worked quickly and accurately. Sometimes, however, Dwight is involved in another area of the workshop. At those times, Ann has to supervise the tee packaging and wood working areas. She has little time to check tees. At those times, Mac averages 15 packages per hour.
      a. punishment
      b. discriminative stimulus
      c. reinforcement
      d. none of the above

Test Form B-Key

1. List the steps in Systematic Instruction.

1. a. Assess skills
   b. Use IPP process to determine goals and objectives (either "IPP" or "set goals" is O.K.)
   c. Task analyze if appropriate
   d. Choose behavior measure
   e. Baseline (or, measure behavior)
   f. Assess environment in which behavior is to be used
   g. Establish instructional procedure
   h. Implement procedure and assess effect
   i. Modify plan if necessary
   j. Establish maintenance or generalization program
   k. Communicate results

2. What is the role of the IPP in Systematic Instruction?

2. It is the map--it sets the direction of programs

3. For each of the following short-term objectives for client, circle C if it is correctly written and circle I if it is incorrectly written.

3. a. C I Orville will assemble drapery rods with all parts in the correct positions at a rate of 10 rods per hour with 95% accuracy.
   b. C I Wendy will behave appropriately during breaks and lunch hours.
   c. C I Given stressful situations involving interpersonal interactions with potential employers, Doris will demonstrate a clear understanding of the employer-employee relationship without inappropriate emotional behavior. She will do so each time for one week.
   d. C I Ted will punch the time clock at, or within 5 minutes before, his 9:00 work time, each day for one week.
   e. C I In a simulated job interview situation, Rosette will demonstrate correctly:
      Greeting the interviewer
      Answering questions with all necessary information
      Looking at interviewer 40-75% of interview time
      Making at least one statement of confidence
      Asking at least one job-related statement
      Thanking the interviewer
      She will do so for two consecutive simulated interviews.
   f. C I Ann will count nickels up to $1 without error for 10 consecutive trials.
   g. C I Given individual counseling with the counselor for six weeks, Alan's self-esteem will greatly increase.
   h. C I Hugh will show good personal hygiene every day.
   i. C I Given a magnet with color coding and two color coded boxes, Tim will separate magnetic from nonmagnetic wires and put them in the correct boxes with 100% accuracy for three consecutive days.
   j. C I Supervisory staff will praise Ellis each time he makes his bed for five consecutive days.

4. Give two reasons why it is important to gather data when implementing a Systematic Instruction program.

4. a. Helps in making decision
   b. Accountability
   c. Communication
   d. Required by accreditation standards

5. Why is it especially important to take baseline data before beginning a Systematic Instruction program? Give at least one reason.

5. a. Determine whether behavior really is a problem
   b. Only way to find out whether program works
   c. May show you where to start in a program

6. List two reasons for the use of Task Analysis.

6. a. Makes teaching easier
   b. Provides an evaluation system
   c. Allows individualization
   d. Allows consistent training

7. For each of the following situations, circle the behavior principle being illustrated:

7. a. Don occasionally throws temper tantrums which consist of waving his arms wildly and yelling, "No, No, No" over and over. When he does this he is taken to the counselor, who has him spend several minutes sitting by himself to calm down. After he is calm, the counselor talks to him. The counselor goes on vacation and Don throws a tantrum. Staff do not know where to send him, so they make him stay at his station. After two hours of yelling, he quiets down and starts working. He does this two more times and he does not throw a tantrum the rest of the week.
   a. punishment
   b. extinction
   c. reinforcement
   d. none of the above

   b. Fran picks up items around the workshop and puts them in her mouth. Any time a floor supervisor sees her do this, s/he firmly says "No, Fran! Take it out!" If Fran resists, she is removed from the work area and required to wash out her mouth several times with a mouthwash that does not taste good. Her rate of mouthing objects has decreased from an average of 12.8/hour to an average of 1.2/hour.
   a. punishment
   b. extinction
   c. discriminative stimulus
   d. none of the above

   c. Erwin is being taught to count money. Every time he counts the correct change, he is praised and given a penny.
   a. reinforcement
   b. extinction
   c. discriminative stimulus
   d. none of the above

   d. Annie is being taught how to separate magentic wires from nonmagnetic wires. She uses a magnet to determine which wires are magnetic. She is supposed to put the magnetic wires in one box and the nonmagnetic wires in another. She has been working at about 70% accuracy. The floor supervisor puts an orange dot on the magnet and on one box. She

7. d. puts a blue line on the table and on the other box. She shows Annie how to put the wire on the blue line and attempt to pick it up with the magnet. If it sticks to the orange (magnet), it goes in the orange box. If it stays on the blue (table), it goes in the blue box. Using colors, Annie separates wires with 95% accuracy.
   a. punishment
   b. reinforcement
   c. discriminative stimulus
   d. none of the above

   e. Fred gobbles his food as fast as he can. From the time he gets his plate, he eats as quickly as possible. He hardly chews his food and he never talks to anyone during the meal. As soon as he finishes, he holds up his plate for seconds or attempts to take food from someone else's plate. The staff decide to give him very small portions and to require him to say at least one sentence of conversation before he can get his next portion or to wait at least one minute following the time he finishes a portion. Now he eats each portion quickly and talks briefly. He is saying at least 10 sentences of conversation each meal.
   a. punishment
   b. reinforcement
   c. extinction
   d. none of the above

TASK 1: OPEN DISCUSSION
Purpose: Cover all objectives
Duration: 30 minutes
Materials needed: Module text
Instructions: See p. 1

Ask for a definition of each of the following, including why each is important.

| | |
|---|---|
| Long-range goal | Enroute objective |
| Terminal objective | Condition |
| Criteria | Behavior |

Ask these questions:
1. How do you really determine goals for your clients?
2. How could you do it better?
3. What are the three parts of a behavioral objective?
4. How do you decide what a criterion should be for a given objective?

Emphasize the importance of assuring that the conditions in a terminal objective are the same as the conditions under which a behavior will occur naturally (e.g., toothbrushing is done at home, without help, not in a work activity center).

TASK 2: REVIEW 3-STEP PROCESS
Purpose: Remind trainees of process; both objectives
Duration: 10-45 minutes
Materials needed: Module text
Systematic Instruction text
Instructions: See p. 1

Note: If trainees have completed Systematic Instruction module, Tasks 2, 3, and 4 may be done briefly. If trainees have not completed Systematic Instruction, you may wish to spend time discussing each criterion of goals and objectives (see criteria in Systematic Instruction text). You may wish to use Systematic Instruction Task 2.

TASK 3: PHRASING EXERCISE
Purpose: Objective 1
Duration: 20 minutes
Materials needed: Module text; pencil and paper
Instructions:

Present the vague descriptions below one at a time. Instruct trainees to rephrase them by describing the behavior. Discuss them, assuring that all trainees have an opportunity to present at least one phrase.

Phrases:
1. Socialize more with significant others
2. Is motivated to
3. Improve his eating habits
4. Dresses appropriately
5. Develop her potential

TASK 4: PRACTICE
Purpose: Objective 1
Duration: 10-30 minutes
Materials needed: One completed module text per trainee
Instructions:

1. Pair trainees.
2. Tell trainees to evaluate the goals partners wrote for text pages 12 and 14.
3. Each trainee should then revise or correct goals as needed.

Note: It is important to emphasize that trainees read texts and perform required assignments. If this has not been done, they will need class time to do the work before pairing and evaluating.

TASK 5: CORRECTING OBJECTIVES
Purpose: Objective 1
Duration: 30 minutes
Materials needed: Completed exercise from module text pages 26 and 27
Instructions:

1. For each objective, ask trainees to raise hands if it is correctly written. If incorrect, call on trainees to tell what is wrong with it (i.e., what criterion was violated).
2. For incorrectly written objectives, ask trainees to propose ways to rewrite them.

Objectives (numbers next to objectives tell what criterion was violated--see Systematic Instruction text for numbered list of criteria):

1. When given a box of bolts, Aaron will sort them. 8
2. When shown a clock, Susan will correctly tell time. C (although this implies a criterion that she will only need to do it once. A higher criterion might be desired.)
3. Clyde will sand furniture. 7,8
4. Darrel will collate seven pages correctly. Each page will be in the correct order, right side up, and all seven will be stapled together in the left-hand corner with the staple not touching any of the printing. C
5. Gary will not fight at the WAC with any of his friends. 4,5
6. Howard will not hit Harold at work. 5
7. Zeb will not stay in the lunch room when it is time to go to work. 5,8
8. Myrtle will learn to control herself. 2,4,6,7,8
9. Helen will understand how to run the band saw. 2,7,8
10. George will learn to operate the water extractor at the laundry. 4, 6,8
11. Ida will stop avoiding the work supervisor. 4,5
12. Mae will fold the towels each day when they are dry. 4,8

Test Form A-Key

1. Write one goal for each of the following behavior statements:
   a. Bill arrives at work late every day
   b. Nancy kicks other students in lunch line
   c. Brad leaves his work area 5 times per hour

1. Accept any answer which:
   a. Solves the problem
   b. Is in positive terms
   c. Avoids "can," "is able," " will learn"

2. Write one goal for each of the following behavior statements:
   a. Mike will count by 10's to 100
   b. Carol will identify the names of the five American coins
   c. Tim will walk to the grocery store and return home independently

2. Accept any answer which:
   a. All objectives contain conditions, behavior, and criteria
   b. All are properly sequenced
   c. All lead logically to achievement of the goal

Test Form B-Key

1. Write one goal for each of the following behavior statements:
   a. Doris throws food on the floor at meal time
   b. Kevin runs to the bathroom at work 5 times per hour
   c. Missie misses work 2 days per week

1. Accept any answer which:
   a. Solves the problem
   b. Is in positive terms
   c. Avoids "can," "is able," "will learn"

2. Write at least 3 sequenced objectives for each of the following goals:
   a. Donna recites letters of the alphabet
   b. Karen cuts out a dress pattern independently
   c. Ray cooks one meal independently

2. Accept any answer which:
   a. All objectives contain conditions, behavior, and criteria
   b. All are properly sequenced
   c. All lead logically to achievement of the goal

TASK 1: OPEN DISCUSSION
Purpose: Cover all objectives
Duration: 30 minutes plus time required for other tasks
Materials needed: Module text
Instructions: See p. 1

Note: For this module, the open discussion exercise will envelope a number of other tasks. As you finish a brief discussion of a topic, you will go on to the task which gives practice on that topic. Then you will return to open discussion.

Topics:

1. Advantages of being able to measure behavior. Why is measurement better than simply using logs and staff impressions?
2. Types of recording (permanent product, observational, sampling, continuous recording) and advantages and disadvantages of each.
3. Why frequent recording is better than infrequent.
4. Advantages of permanent products. Examples of permanent products (e.g., counting completed products made by a client, checking teeth with disclosing tablets instead of observing toothbrushing).
5. Reasons for baseline data. When is a pretest adequate?
6. Calculating behavior measures. See Task 2.
   Percent correct. Do Work Sheet 1 problem 1.
   Rate. Do Work Sheet 1 problem 2.
   Interval and time sample. Do Work Sheet 1 problem 3.
   PLAcheck. Do Work Sheet 1 problem 4.
7. Choosing behavior measures. First discuss the issues of information needed (appropriateness of measure), time available and cost of observation, number of clients being observed, availability of permanent products. Then do Task 3 and Task 4.
8. Reliability. Why take it? Discuss observer bias and drift, possibility of unclear definitions. Do Task 5.
9. Charting and graphing. Show an example of a graph from a local agency and discuss how it was drawn. Do Task 6.

TASK 2: PRACTICE CALCULATING BEHAVIOR MEASURES
Purpose: Objective 2
Duration: 60 minutes
Materials needed: Module text
Work Sheet 1
Overhead projector or chalkboard
Desirable--1 calculator per trainee
Instructions:

Do one problem at a time as it fits into open discussion. Have each individual do each problem. It may be helpful to pair trainees so that they can help each other. Show on chalkboard or overhead how you calculated the answer, presenting the actual math (even if you usually use a calculator).

Note: You may need to tutor some trainees on division or on use of the calculator.

TASK 3: IDENTIFYING BEHAVIOR MEASURES
Purpose: Objective 1
Duration: 30 minutes
Materials needed: Work Sheet 2--Choosing a Behavior Measure
Instructions:

1. Instruct trainees to identify which behavior measure would be appropriate for each situation on the work sheet. Remind them that more than one measure may work.
2. When trainees have completed the work sheet, divide them into groups of 2-3. Have each group discuss the answers and choose one or more appropriate measures.
3. Call on the groups to give their answers and discuss. Ask how they would actually do the measure in their facility (who might do it, how they could do it simply with low time cost, what forms or instruments they would need).

TASK 4: PROBLEM-SOLVING IN CHOOSING MEASURES
Purpose: Objective 1
Duration: 10 minutes per team
Materials needed: None
Instructions: See p. 4

Divide groups into teams of 2-4 trainees. Each team describes a situation; other teams decide on the appropriate behavior measure and tell why they chose that measure.

This may be done as a role play for decision making (p. 4) with rotating groups or as a game (with scoring as in the Fault-Finding game, p. 2). If a game, give points as follows:
1 point for a measure which gives the necessary information
1 point for a measure which is practical to use
1 point if a permanent product is described
1 point if the recording form or instrument is described and is inexpensive or readily available
1 point for a good explanation of reasons for choice of the measure
Total = 5 points per measure

TASK 5: PRACTICE CALCULATING RELIABILITY
Purpose: Objective 2
Duration: 20 minutes
Materials needed: Completed self-test #4 from module text
Instructions:

1. Ask reasons for checking reliability. Assure that all four reasons are covered.
2. Discuss answers to self-test #4. Show calculations on chalkboard or overhead projector.
   Note: In problem (a), trainees who use the wrong fromula will get 100%. Discuss why the agreements formula is preferred; point out that this problem obviously does not show perfect agreement.

TASK 6: CHARTING
Purpose: Objective 3
Duration: 45 minutes
Materials needed: Module text
5 sheets of graph paper per trainee
Work Sheet 3--Graphing
1 straightedge per trainee
Extra pencils
Instructions:

1. Ask if there are any questions about graphing.
2. Hand out Work Sheet 3 and ask trainees to complete it.
3. Circulate around the room and give help.
4. Discuss correct graphs. Ask for volunteers to show their graphs for evaluation.

TASK 7: OBSERVATION
Purpose: Practice observing
Duration: Assignment
Materials Needed: None
Instructions:

Assign trainees to do one observation using each behavior measure. Trainees must choose the behavior to be observed, define it, develop a recording form or choose an instrument, and observe.

If possible, have co-workers, supervisors, or instructor take reliability or watch the trainees do the observations.

TASK 7 ALTERNATIVE: OBSERVATION
Purpose: Practice observing
Duration: 40 minutes
Materials needed: Television
Paper and pencil
Instructions:

1. Choose a program (or videotape) and a behavior to be observed. Have the group watch a short segment and help define the behavior.
2. Instruct trainees to count a behavior. Instructor will time for 3-5 minutes. Ask trainees how many they counted. Discuss how differences show why reliability checks are necessary. Have trainees calculate rate.
3. Choose another behavior which would be appropriate for either time sampling or interval recording. Instruct trainees to observe (if a TV show, have half the trainees do time sampling and half do interval recording). Time for 5 minutes, counting out 15 second intervals aloud to the group.
4. Discuss the results interval-by-interval. Note agreement and disagreement among trainees. Calculate percent of intervals or samples.
5. Revise definition if necessary.
6. Repeat steps 3 and 4, instructing trainees to use the <u>other</u> behavior measure.

WORK SHEET 1--CALCULATIONS

Calculate the behavior measures in the situations below:

1. Percent Correct

   A. Jill makes many errors on assigned work in a workshop. She is making electrical circuit boards. One day she makes 18 correct and 26 incorrect.
   Percent correct = _____

   B. Ted is being taught job interview skills. One skill is that of answering questions. A correctly answered question is one which Ted begins the answer within 10 seconds, makes at least one complete sentence of answer, and volunteers one piece of relevant information not directly asked for. During a practice session, Ted correctly answers 7 questions out of 20.
   Percent correct = _____

2. Rate

   A. Jill (see % correct situation A) made 18 correct and 26 incorrect circuit boards in 3 hours.
   Rate correct = _____ Rate incorrect = _____

   B. Connie does not attend to any activity for very long. One day, she switched activities 9 times in 11 minutes.
   Rate of activity switches per minute = _____

   C. Larry is being tutored on oral reading. One day he read 322 words in 12 minutes.
   Words read per minute = _____

WORK SHEET 1 (CONT.)

3. Listed below are time sample data for the following behaviors:
   A = assaultive behavior
   B = burning matches or paper
   C = calling names
   X = destroying property
   - = none of the above occurred

   Calculate percent of samples for each of these behaviors.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| C | C | X<br>C | C | C | A | X | C | - | - | - | - |
| | | | | | | | | | | | |
| B | - | C<br>A | - | - | - | - | - | A | X | A | - |

   Percent of samples

   A = _____
   B = _____
   C = _____
   X = _____

4. PLAcheck
   The recreation director at White Bear Lake (an ICF/MR facility) wants to assure that staff encourage residents to do age-appropriate leisure activities. She defines "constructive leisure" and makes a list of sample activities (such as playing Ping-Pong and doing needlework). Once an hour, a staff member does a PLAcheck. Calculate percent of residents engaged in constructive leisure for this day.

| | | | | | |
|---|---|---|---|---|---|
| Constructive | 2 | 4 | 6 | 6 | 6 |
| Present | 8 | 12 | 6 | 10 | 9 |

   Percent of residents involved in constructive leisure = _____

WORK SHEET 2--CHOOSING A BEHAVIOR MEASURE

For each of the following examples, choose an appropriate behavior measure:

| | |
|---|---|
| Rate | Duration |
| Accuracy Pair | Latency |
| Percent Correct | Percent of Intervals |
| Number | Percent of Samples |
| PLAcheck | |

1. You are supervising recreation for a group of 15 people. Jill rarely plays with or talks to other youth. Most of her interactions with others involve arguing or physically fighting. You want to teach her to converse and play with others. You keep track of her social interactions (e.g., playing games such as pool, talking, working on crafts within a group). You watch her 15-30 minutes each day.

Behavior Measure _____

2. Mary screams frequently. You want to know how much she screams. Sometimes a scream will be very brief (under 5 seconds). Other times she will scream for half a minute. You do not have time to watch her constantly.

Behavior Measure _____

3. Fred is learning to check electronic components. He is slow and inaccurate. You want him to work faster and more accurately.

Behavior Measure _____

4. Several workers in your center have been coming to work late. You wish to determine how late they are.

Behavior Measure _____

5. Sara is working on a reading comprehension program. She answers questions about materials she reads. The number of questions varies each day from 15 to 40. You are not concerned with how fast she reads.

Behavior Measure _____

6. You work one-to-one with Ted. Ted does a lot of self-stimulatory behaviors, especially waving his hands, pulling at his hair, and slapping himself. These are not injurious to him, but they interfere with the training. Besides wanting to increase his work rate and accuracy, you want to decrease self-stimulation. How would you measure self-stimulation?

Behavior Measure _____

7. You are supervising 15 youths during a recreation period. You wish to know, for the group as a whole, what proportion of the youths are actually participating. This is being done to evaluate your program, not to check on individual clients.

Behavior Measure _____

8. You are supervising a group of workers sorting cans. You are concerned that they are not working very much. You want to keep track of their working behavior.

Behavior Measure _____

9. You are teaching Mary to brush her teeth. You have broken "toothbrushing" into 15 steps. At first, she could do only 3 of the steps independently.

Behavior Measure _____

WORK SHEET 2--CHOOSING A BEHAVIOR MEASURE
INSTRUCTOR'S KEY

Following are answers to Work Sheet 2 problems. Please keep the following in mind as you cover this exercise:

1. The answers given are not the only possible answers. Creative staff may be able to develop simple, practical behavior measures that give the necessary information. If people give different answers, have them explain and describe how they would use the measure.
2. Emphasize the issue of practicality. A measure you cannot take because of time limitations is not worth having.
3. Do not worry about using the technical terms. For example, a trainee might say "Use both rate correct and rate incorrect" instead of saying "accuracy pair." "How many minutes late they are" is an acceptable substitute for "latency."

Problems:

1. Correct answers--
   Percent of samples
   Percent of intervals--might be somewhat more time-consuming and less accurate than percent of samples, but will be more likely to catch incidents of fighting if they are to be measured.

   Typical incorrect answers--
   Rate or number--both share the problem that behaviors such as "playing" may last for long or short times; thus, 5 incidents of playing may be very brief and 1 incident on another day might last all observation period.
   Duration--as the staff member is supervising 15 people, it would not be possible to watch Jill throughout the observation period.

2. Correct answers--
   Rate--although the length of screams varies, they never last for long periods.
   Number--assure that trainees know that number can only be used if the observation period remains constant (e.g., 1 hour each day).
   Percent of intervals

   Typical incorrect answers--
   Duration--it would be difficult to time the short screams.

3. Correct answers--
   Accuracy pair
   Rate--if trainees choose "rate," ask "rate of what?" Assure that they plan to measure both correct and incorrect work, as they are interested in speed and accuracy.

   Typical incorrect answers--
   Percent correct--this measures only accuracy. It may be used together with total rate or rate correct; however, an accuracy pair would be easier to chart.

WORK SHEET 2--CHOOSING A BEHAVIOR MEASURE
INSTRUCTOR'S KEY

4. Correct answers--
   Latency--use of time clock would allow a permanent product.
   Number late--this would be easier to observe, but would not give information on how late workers are.

5. Correct answers--
   Percent correct
   Accuracy pair--this would work and would provide information on speed as well as accuracy. At some point in the future, speed might be of interest.

   Typical incorrect answers--
   Number--there are different numbers possible each day. Since 15 out of 15 is not the same as 15 out of 40, knowing only the number correct would not be helpful.

6. Correct answers--
   Duration--since you are working one-to-one, this would be possible.
   Percent of intervals or samples
   Accuracy pair for work--since the behavior are not injurious and cause disruption of work, simply knowing the work rate may indicate whether they are still problems.

   Typical incorrect answers--
   Rate--it is very difficult to count hand-waves, hair pull, and head slaps, as they may happen very fast.

7. Correct answers--
   PLAcheck
   Percent of samples--it would be possible to have a list of youths on the data sheet and rotate observations (sample 1 you watch youth 1, sample 2 you watch youth 2, and so on; start again with youth 1 after observing all youth). However, this is more difficult.

   Typical incorrect answers--
   Rate--it is not clear what you would count. Also, you are responsible for 15 youth and may not be able to count.
   Duration, percent of intervals--you are responsible for 15 youth.

8. Correct answers--
   Percent of samples
   Percent of intervals--this may be more difficult and less accurate than sampling
   Rate--you could keep a permanent product measure of cans per hour for the group by counting the sorted cans at the end of the work period.
   PLAcheck--would be acceptable if you are interested only in the group as a whole, but not for setting individual pay rates.

WORK SHEET 2--CHOOSING A BEHAVIOR MEASURE
INSTRUCTOR'S KEY

9. Correct answers--
   Number of steps done independently
   Percent correct
   Note: If using a prompting sequence (e.g., independent, verbal, demonstration, physical), you can assign each a point (independent = 4, verbal = 3, etc.) and chart total points.
   Note: You can use a data form on which you both mark the data and chart, rather than using a separate graph. You may wish to show this on the chalkboard or an overhead projector.
   Note: If chaining and using graduated guidance, you can simply chart the step being added at the end of the training session (i.e., day 1 may complete steps 1 through 3; you would simply chart "3").

   Typical incorrect answers--
   Rate--you are not interested in speed.
   Percent of samples or intervals--you are interested in accuracy, not in the proportion of the training session in which the client is paying attention or doing the task. These do not measure accuracy.

BEHAVIOR OBSERVATION AND MEASUREMENT
RA-5

Test Form A-Key

1. For each of the situations described below, list an appropriate behavior measure (8 of 10 must be correct to receive credit).

   a. I am responsible for a workshop group of 10 clients. I am interested in on-task behavior of two of them and in rocking behavior of two others.
   b. John, a client in our workshop, is stuffing envelopes. I tell him when to start, and come back an hour later to see how many he has done.
   c. I am interested in the "playing" behavior of four girls during leisure time. I am concerned only with these four girls and want specific results for each of them.
   d. I have just been assigned to work with a client in his home on "behavior problems" and I am making a visit there tomorrow evening.
   e. I want to decrease the amount of time my boy cries when I put him to bed at night. I want to try for a week to see if ignoring him has any effect.
   f. I want to prove that loud music can distract clients in a workshop. I will play the music and get an overall percentage of "off-task" behavior.
   g. A couple of us are working with a client who bangs his head against the wall (he does this about 60 times per hour). We want to see if soft music will reduce this. What recording method would we use?
   h. A client I am working with has a job cutting glass. I can't be with him all the time as I must supervise 12 other clients. What recording method could I use? I want to measure productivity.
   i. I am supervising special education students during "free time" at our swimming pool. I am interested in an overall "percent swimming."
   j. In the same situation described in "i" above, I am interested in overall time swimming of five of them specifically. What recording method would I use?

1. a. Percent of samples
   b. Rate
   c. Percent of intervals or samples
   d. Continuous recording
   e. Duration recording
   f. PLAcheck
   g. Rate, number, percent of intervals
   h. Rate, accuracy pair
   i. PLAcheck
   j. Time sampling (percent of samples), percent of intervals

Test Form A-Key (Con't.)

2. Complete the following computations:

a. Compute the rate in the following:

| Day | Bolts Assembled | Time | Rate |
|---|---|---|---|
| 1 | 150 | 30 min. | |
| 2 | 400 | 1 hr. 40 min. | |
| 3 | 65 | 45 min. | |
| 4 | 600 | 4 hrs. 15 min. | |
| 5 | 120 | 3 hrs. 30 min. | |
| 6 | 12 | 1 hr. 13 min. | |
| 7 | 150 | 20 min. | |

2. b. Compute PLAcheck for the following:

b.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| # observed | 10 | 6 | 11 | 11 | 13 | 13 | 7 | 5 |
| # studying | 7 | 6 | 5 | 10 | 9 | 4 | 3 | 0 |

c. Compute % of intervals for both off-task (OT) and rocking (R):

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| O T<br>R | R | R<br>O T | R | O T<br>R | O T | O T | R | R<br>O T | R |
| R | R | O T<br>R | R | | R<br>O T | | R | R<br>O T | R |
| R | O T | R | R | R<br>O T | R | O T<br>R | | R | R<br>O T |

OT = R =

d. Compute reliability for the following:

O = On Task
H = Humming

Observer

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | H<br>O | H | H<br>O | O | | H<br>O | H | H | O | | H<br>O |
| Rel. Checker | H<br>O | H | H<br>O | H | O | H | H | H<br>O | O | | H |

For O =
For H =

2. a. 1-5 min.
2-4 min.
3-1.44 min.
4-2.35 min.
5-.57 min.
6-.16 min.
7-7.5 min.

Test Form A-Key (Con't.)

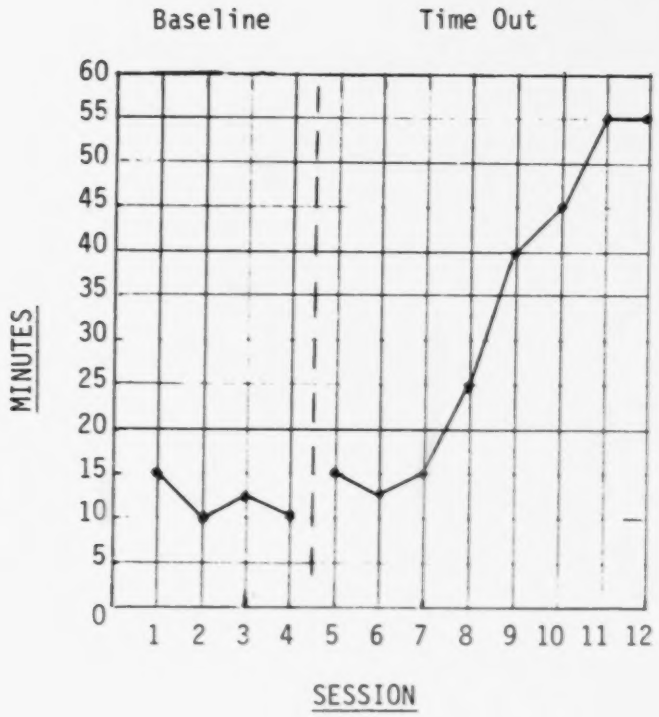
b. 56%

c. OT = 43%
R = 80%

d. O = 55%
H = 91%

3. Chart the following data. You must label both axes plus the treatment conditions and accurately plot the data.

| Session | | | Session | | |
|---|---|---|---|---|---|
| 1. | 15 min. | | 7. | 15 min. | |
| 2. | 10 min. | | 8. | 25 min. | |
| 3. | 12 min. | | 9. | 40 min. | |
| 4. | 10 min. | Baseline | 10. | 45 min. | Time Out |
| 5. | 15 min. | | 11. | 55 min. | |
| 6. | 13 min. | | 12. | 55 min. | |



Test Form B-Key

1. a. I am interested in the overall percentage of clients at the workshop who interact with each other during lunch.
   b. I am interested in how many times Bill leaves his work station during the first hour of work every day.
   c. I am interested in the time Bill spends at his work station during the first hour of work every day.
   d. In situation "a" above, I want to make the same observations on five of the clients specifically, but must also monitor all clients in the lunch room.
   e. In situation "d" above, I do not have monitoring responsibilities for the work room.
   f. Cathy is assembling nuts and bolts but I cannot be there to watch her do this.
   g. Mike is a new client who I have been told is "uncontrollable" but I do not know what the problems are.

1. a. PLAcheck
   b. Event (number, rate)
   c. Duration, percent of intervals, percent of samples
   d. Time Sampling (percent of samples)
   e. Interval (percent of intervals), percent of samples
   f. Permanent Product (rate, number, accuracy pair)
   g. Continuous

2. Compute the following as indicated:

   Compute percent correct

| a. Day | Trials | # Correct | % Correct |
|---|---|---|---|
| 1 | 30 | 25 | |
| 2 | 90 | 55 | |
| 3 | 120 | 55 | |
| 4 | 40 | 26 | |
| 5 | 110 | 102 | |

   Compute rate

| b. Day | Bolts Notched | Time | Rate |
|---|---|---|---|
| 1 | 25 | 30 min. | |
| 2 | 50 | 40 min. | |
| 3 | 45 | 30 min. | |
| 4 | 55 | 1 hr. 10 min. | |
| 5 | 55 | 2 hr. 10 min. | |

   Compute PLAcheck

c.

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| # Observed | 5 | 7 | 4 | 5 | 7 | 11 | 9 | 7 | 9 |
| # Doing Activity | 5 | 2 | 0 | 4 | 7 | 9 | 9 | 6 | 8 |

Test Form B-Key (Con't.)

2. Compute % of intervals for O (on task) and T (tantrums)

d.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| O T | O T | O | O T | T | O | T | O | | O |

Compute reliability for K (kicking)

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| K | K | | K | | K | K | K | | | | Observer |
| K | | K | K | | K | | | | | K | Reliability Checker |

2. a. 1-83%
2-61%
3-46%
4-65%
5-93%

b. 1-.83 min.
2-1.25 min.
3-1.5 min.
4-.79 min.
5-.42 min.

c. 74%

d. OT = 70%
T = 50%

e. 55%

3. Chart the following data. You must label both axes plus the treatment, conditions, and accurately plot the data.

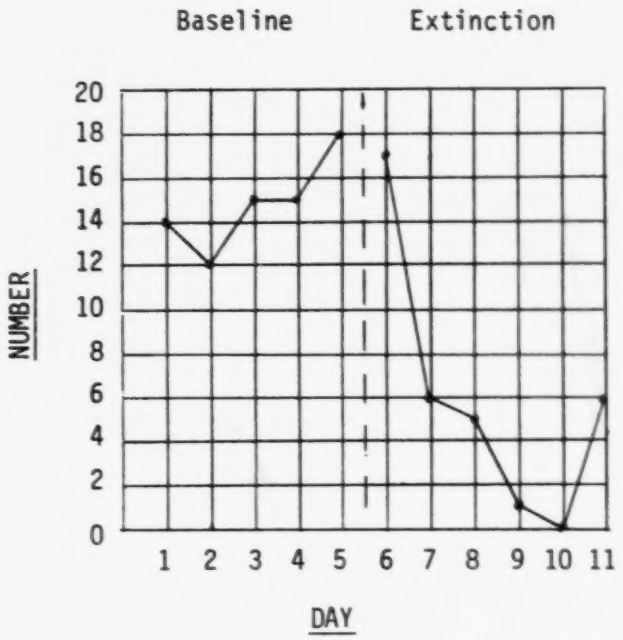
Tantrums

| Day | | |
|---|---|---|
| 1 | 14 | Baseline |
| 2 | 12 | |
| 3 | 15 | |
| 4 | 15 | |
| 5 | 18 | |
| 6 | 17 | Extinction |
| 7 | 6 | |
| 8 | 5 | |
| 9 | 1 | |
| 10 | 0 | |
| 11 | 6 | |

33

Test Form B-Key (Con't.)

3.



TASK 1: OPEN DISCUSSION
Purpose: Cover all objectives
Duration: 30 minutes
Materials needed: Module text, handout
Instructions: See p. 1

Ask the following questions:

1. What are two ways to increase behavior?
   Reinforce (change consequences)
   Change the environment (change antecedents)

2. What 4 environmental changes are likely to increase behavior?
   Eliminating competing stimuli
   Organize the task materials
   Inform client of the contingencies (set clear rules)
   Schedule

3. How do you know something is a reinforcer?
   The reinforced behavior increases.

4. What are 4 ways to determine reinforcers for a particular client?
   Check to see what client does when given free choice.
   Check to see what has worked as reinforcer for client in the past.
   Ask someone who has worked with the client.
   Ask the client.

5. What do you consider when choosing reinforcers?
   Probable effectiveness
   Intrusiveness (choose least intrusive)
   Normalization (choose most normal)
   Ease and cost of delivery

6. What should you do if you must use an intrusive or less normal reinforcer?
   Pair it with praise or other more normal reinforcers (such as knowledge of results/feedback) and fade it out when possible

7. What are 4 main categories of reinforcers?
   Social — Activity
   Tangible (items and tokens) — Primary (e.g., edibles)

8. What five things should you remember about delivering reinforcement?
   Give it fast (immediate)
   Thin it gradually
   Pair with social reinforcers or feedback
   Watch for satiation
   Be consistent

9. What is negative reinforcement?
   Something which <u>increases</u> behavior if taken away following the behavior (an escape or avoidance situation). It is <u>not</u> the same as punishment.

10. What schedules produce fast behavior?
    Continuous Reinforcement
    Differential Reinforcement of High rates (must do the behavior several times within a set period to be reinforced)

TASK 2: FAULT-FINDING GAME
Purpose: Practice all objectives
Duration: 45 minutes
Materials needed: Module text
Instructions: See p. 2

1. Divide trainees into teams.
2. Instruct teams to design two situations. Each situation must:
   a. require increasing a behavior.
   b. describe the behavior and a client.
   c. have a fault in either the program or the ethical issues.
   Example--a client needs to increase attending to work tasks. The supervisor wants to use isolation (removal from the work area) whenever the client stops working or disrupts someone else.
   Faults--1. No reinforcers have been planned. 2. There is no plan to return the client to the regular work area when the behavior improves.
3. Either rotate teams or allow all other teams to identify faults.

TASK 2 ALTERNATIVE: PROBLEM-SOLVING
Purpose: Objectives 1 and 2
Duration: 45 minutes
Materials needed: Module text
Work Sheet--Client Information Sheet
Instructions: See p. 4, role-play for decision making

1. Divide trainees into teams of 3-5.
2. Hand out work sheet.
3. Instruct each team to fill out work sheet, preferably with information about a real client.
4. Rotate work sheets so each team has the work sheet from another team.
5. Instruct each team to develop a program for increasing the behavior. Allow teams to ask questions of the team which gave them the situation.
6. Discuss each program.

TASK 3: REINFORCEMENT GAME
Purpose: Sensitize trainees to power of reinforcement.
Duration: 15 minutes
Materials needed: None
Instructions:

1. Choose a volunteer.
2. Instruct volunteer to leave the room.
3. Have the rest of the clients choose some behavior which the volunteer should do.
4. Choose a reinforcer (such as praise or clapping).
5. Bring the volunteer back.
6. Instruct trainees to "reinforce" when the "client" comes closer to doing the behavior.
7. Discuss the results.

TASK 4: PLAN A PROGRAM
Purpose: Objective 1
Duration: Assignment
Materials needed: None
Instructions:

Instruct trainees to write a program to increase rate or accuracy of a behavior (preferably of an actual client). Program should include objectives, antecedent changes, consequences, and behavior measure. If possible, this program should be carried out and progress measured and graphed.

Student Handout

A. Classes of behavior encountered

Not at all

B. As a group, come up with a list of behaviors
   1. Too much (need reduced)
   2. Not enough (need increased) production rate help-spot checks
   3. Not at all (need taught)

C.

A. B. C.

Before
Antecedent behavior
1. Instructions clear
2. Physiology of client
3. Competing stimuli
4. Organized optimally
5. Time of day

Client conditions
Instructor conditions
Environmental conditions

Behavior does occur

Consequence (after)
(Stimulus following a behavior increases future occurrence)
Reinforce
1. To determine
   A. See what client chooses
   B. What works in other programs
   C. Ask friend of client
   D. Ask client
2. What types of activities
   A. Tangibles
   B. Primary
   C. Social
3. What to consider
   A. Cost efficiency
   B. Ease of delivery
   C. Least intrusive
   D. Normal
4. Schedule
   A. CRF
   B. DRH
5. How to deliver
   A. Fast
   B. Thin out gradually
   C. Pair with praise
   D. Watch for satiation

Be consistent (negative reinforcement is not punishment)

CLIENT INFORMATION SHEET

Long-term Goal:

Enroute Objectives:

1.

2.

3.

Client Information:

Age:

Sex:

Type of Disability:

Limitations based on

Residential information--

Vocational information--

Other information--

Strengths:

Test Form A--Key

1. For each of the following situations, describe one change in environment which might increase the behavior.

   a. Bill is usually pretty good about cleaning his room. He does the tasks well. However, he usually forgets to do one or two tasks. One day he will leave his bed unmade. Another day he will leave the floor messy and clothes on the closet floor.

      Make a checklist for him to check (in pictures if he cannot read). Inform him of consequences or rules if there are any.

   b. Mary seems to work hard in the workshop but doesn't get much done. She is supposed to package small plastic rain hats. The hats and plastic purses they go in are in big boxes on the floor. Mary takes one hat and one purse out of the box, puts the hat in the purse, and drops the purse into another box on the floor. Mary constantly complains about being tired. You want to increase her work rate.

      Put all materials on the table so she doesn't have to bend and reach. Set a daily or hourly goal and inform Mary.

2. For each of the following, tell what procedure is being used.

   a. Judy is supposed to count 50 string loops and attach them with a rubber band. Each 50 loops is called a "pack." She has been averaging 9 packs per hour. A new program is set up so that Judy can begin a break whenever she has completed 20 packs. The break lasts until the end of the hour. Since the program started, she has been averaging 16 packs per hour and has been a little faster each day.
      a. Differential Reinforcement of High Rate (DRH)
      b. Continuous Reinforcement (CRF)
      c. Changing the environment
      d. None of the above

      a. is correct

   b. Elsie speaks very rarely. She doesn't even answer questions when people ask her. A goal has been set to increase her speaking. The initial objective is that she will answer questions, beginning within 10 seconds. Any time she answers a question, she is given praise, a hug, and a token worth 5¢ at break time.
      a. Differential Reinforcement of High Rate
      b. Continuous Reinforcement
      c. Changing the environment
      d. None of the above

      d. is correct, as no results are presented.

Test Form A--Key (Con't.)

3. For this situation, write a program to increase the behavior. Be sure the program is ethical, age-appropriate, and practical.

   Eldon does not take good care of his hygiene. He rarely bathes, brushes his teeth, washes hands and face, or combs his hair. He has demonstrated an ability to do each of these tasks without help, but he rarely does them. The group home staff remind him each day. Usually, he grumbles about it and the staff must spend time reminding him of how important it is to be clean and neat. Finally, he completes the hygiene tasks (although he often does not do them well).

   Goal:

   Objective:

   Environmental changes:

   Consequence changes:

   Behavior measure:

   Grading:
   1 pt for an appropriate goal
   1 pt for an appropriate objective which is correctly written
   1 pt for environmental change which might work
   1 pt if environmental change is practical
   1 pt if environmental change is age-appropriate
   1 pt for consequence which might work
   1 pt if consequence is practical
   1 pt if consequence is age appropriate
   1 pt for appropriate, practical behavior measure

Test Form B--Key

1. For each of the following situations, describe one change in environment which might increase the behavior.

   a. Mary's job is to count string loops, put 50 together, and fasten them with a rubber band. She counts very slowly and carefully; she rarely makes a mistake. You wish her to remain accurate, but you also want her to speed up.

      Nail 50 nails into a board, instead of counting, she can band a loop on each nail.
      Set a daily rate goal and inform her.

   b. Ann is very distractable. When people walk by or talk, she stops working to watch or talk. As a result, she gets very little done.

      Initially separate her during work and gradually move her back to the regular work area.
      Set up a divider so that she cannot see others. Be careful that this does not make her start getting up and walking away from work.

2. For each of the following, tell what procedure is being used.

   a. Richard comes to work filthy. He lives with his parents who also do not dress cleanly. Since you feel Richard is ready for placement in a competitive job, you want him to improve his appearance. You set up a contract. Each day that Richard comes to work clean, he earns a point. When he has earned 10 points, you will begin looking for a job for him. Since he really wants a regular job, he smiles when you tell him this and promises he will come to work clean.

      a. Continuous Reinforcement (CRF)
      b. Negative Reinforcement
      c. Differential Reinforcement of High Rates (DRH)
      d. None of the above

      d. is correct, as no results are presented

   b. Steve lives in the county home, out in the country. When the bus comes to take him to the workshop, he is rarely ready. He has been late an average of three times per week. Now, when he is ready on time he earns a sticker for a chart. As soon as he fills in five boxes on the chart, he gets a trip downtown over the lunch hour. The last three weeks he has been on time three days, four days, and four days.

      a. Continuous Reinforcement
      b. Negative Reinforcement
      c. Changing the environment
      d. None of the above

      a. is correct

Test Form B--Key (Con't.)

3. For this situation, write a program to increase the behavior. Be sure the program is ethical, age-appropriate, and practical.

   Julie lives in a group home with four other residents. Julie has Downs' Syndrome. She is exceedingly quiet, rarely talking to other residents. She spends most of her free time either in her room or sitting in a chair with her head down. She follows instructions, does her chores, and does her own self-care tasks independently. In her program plan file, there is a report from the mental health center that she may be emotionally disturbed; no firm diagnosis was made. You want to increase her interaction with other residents.

   Goal:

   Objective:

   Environmental Changes:

   Consequence Changes:

   Behavior Measure:

   Grading:
   1 pt for an appropriate goal
   1 pt for an appropriate objective which is correctly written
   1 pt for environmental change which might work
   1 pt if environmental change is practical
   1 pt if environmental change is age-appropriate
   1 pt for consequence change which might work
   1 pt if consequence change is practical
   1 pt if consequence change is age-appropriate
   1 pt for appropriate, practical behavior measure

TEACHING NEW BEHAVIOR (RA-7)

TASK 1: ROLE PLAY
Purpose: Practice giving clear instructions
Duration: 15 minutes
Materials needed: None
Instructions:

1. Get two volunteers. Assign one to be instructor, one to be trainee.
2. Send "trainee" out of the room.
3. Tell "instructor" to give clear, precise instructions to do a task. The instructions must be given one step at a time.
4. Bring back the "trainee." Instruct the "trainee" to follow the instructions exactly, doing the instructed step as given.
5. After the task is done, have a brief discussion.

Sample task--walk all around the sides of the room and put a chair upside down in a corner.
Common event--the instructor tells the trainee to turn around. The trainee continues to turn round and round until the instructor gives the next step.

TASK 2: OPEN DISCUSSION
Purpose: Objective 1
Duration: 30 minutes
Materials: Module text
Instructions: See p. 1

Ask for a definition of each of the following procedures, including when each procedure might be used and examples.

Prompting
  Hierarchy (verbal, modeling, physical)
Fading
Discrimination training
Trial and error
Redundant stimuli (cues)
Easy to hard sequence
Delay of prompts
Oddity
Shaping
Task Analysis
Total Task
Forward chaining
Backward chaining
Imitation training
Generalization training
Response differentiation
Matching to sample

TASK 2 ALTERNATIVE: OBJECTIVE GAME
Purpose: Objective 1
Duration: 30 minutes
Materials: One module text per trainee
Instructions: See p. 2

Assure that above items are covered.

TASK 3: PRACTICE
Purpose: Objective 2; practice using formats
Duration: 1 hour
Materials needed: Task analysis for a practice task (e.g., glass cutting) that may be unfamiliar to trainees
Task materials (e.g., glass, straightedge, cutter)
Instructions: See p. 3

1. Have trainees describe
   a. Forward chaining, backward chaining, total task formats.
   b. Graduated guidance vs. hierarchy (V,G,P) following errors.
2. Ask volunteer to teach a task using forward chaining. The instructor serves as client and makes a few errors.
3. Have the whole group evaluate the training as to whether it followed the correct format and prompting technique.
   Note: It is very common for the first volunteer to use total-task format instead of forward chaining. Do <u>not</u> stop the volunteer. Wait until the group evaluates. Then have the same volunteer do it again, using forward chaining.
   Evaluation questions:
   a. Was the assigned format used?
   b. Was the assigned prompting sequence used?
   c. Were praise or other possible reinforcers used?
   d. Were cues and instructions brief and clear?
4. Repeat this process for backward chaining and total task formats. At least one should use graduated guidance and one should use increasing-prompts hierarchy. Have volunteers repeat until they <u>do it right</u>.

Note: Be sure you model good teaching by praising correct practice and by giving clear, consistent prompts (initial model followed by verbal/modeling hierarchy after errors, for example).

TASK 4: ROLE PLAY
Purpose: All objectives
Duration: 60 minutes
Materials needed: Task materials
Handout--Evaluation Checklist for Program
Instructions: See pp. 3 and 4

1. Assign a sample task and instruct trainees to <u>each</u> write a program to teach the task. Include task analysis, format, consequences, cues and instructions.
2. Choose someone to be Trainer, Assistant Trainer, and Worker. All other trainees are Evaluators.
3. Trainer gives program to Assistant Trainer. Using <u>only</u> the written program, the Assistant Trainer trains the worker. If necessary, the Assistant Trainer may ask the Trainer to clarify the written program. Evaluators are to evaluate the program, not the training done by the Assistant Trainer. The purpose of using an Assistant Trainer is to assure that the written program is clear; this is a good demonstration of the difficulty of writing really clear programs.
4. Evaluators discuss and evaluate according to the evaluation checklist.

Sample tasks:
1. Assembling a ball-point pen
2. Sorting nuts, bolts, and washers
3. Bagging nuts, bolts, and washers

Materials needed:
1. 10 retractable ball-point pens (disassembled)
2. 15 nuts (3 sizes)
3. 15 bolts (same 3 sizes)
4. 15 washers (same 3 sizes)
5. 5 small plastic bags
6. stapler

TASK 4 ALTERNATIVE: PROBLEM-SOLVING GAME
Purpose: Objective 2
Duration: 45 minutes
Materials needed: Handout--Client Information Sheet
Instructions: See p. 4

1. Divide group into teams of 3-5 trainees.
2. Instruct each team to describe a client and problem behavior which requires teaching a new behavior, using the client information sheet.
3. Either present the description to the whole group, or rotate groups.
4. Discuss answers and award points. For full points, a group must present a program which includes objective, format, cues or instructions, consequences, and prompting sequence, and which meets ethical guidelines (i.e., is no more restrictive than necessary, is as normal as possible, is practical within the staff time and monetary constraints of most agencies, has a high probability of working).

TASK 5: ASSIGNMENT
Purpose: Objective 2
Duration: Assignment
Materials needed: Teaching Performance Checklist
Instructions:
1. Instruct trainees to choose an actual behavior of a client to teach. Trainees should write a program to teach it.
2. If possible, trainees should carry out at least one session of teaching. They can be evaluated by co-workers, supervisors, or themselves using the Teaching Performance Checklist.

HANDOUT--EVALUATION CHECKLIST

Instructions: Fill in the blanks first, then answer the questions. You will get the information by watching the role-play. If you cannot fill in one of the blanks, write that the information was unclear.

Objective:

Procedure:

Format(s):

____ Total task
____ Forward chaining
____ Backward chaining
____ Match-to-sample
____ Redundant cues
____ Shaping
____ Oddity
____ Other

Cues or Instructions:

Setting:

Consequences:

Following correct responses:

Following incorrect responses:

Following no response:

| Yes | No | |
|---|---|---|
| ___ | ___ | 1. Was the task analysis clear, detailed enough, and correctly sequenced? |
| ___ | ___ | 2. Was the format appropriate to the task? |
| ___ | ___ | 3. Was the format described clearly enough so the Assistant Trainer could follow it? |
| ___ | ___ | 4. Was the prompting sequence appropriate for the task and client? |
| ___ | ___ | 5. Were the prompts described clearly enough for consistent use? |
| ___ | ___ | 6. Were the prompts adequate? |
| ___ | ___ | 7. Were potential reinforcers used? |
| ___ | ___ | 8. Were the criteria for moving to the next step in chaining, fading, or shaping clearly stated and consistent? |

TEACHING PERFORMANCE CHECKLIST

Please check each of these items as correct, incorrect, or not applicable. Mark an item YES if it is done correctly on more than half the opportunities. Mark it NO if done correctly on half the opportunities or fewer. If you have a question about any of these items, please discuss it with the instructor.

| SKILL | YES | NO | NA |
|---|---|---|---|
| **Gaining Attention and Giving Signals** | | | |
| 1. Trainer gets client's attention before giving signals. | ___ | ___ | ___ |
| 2. Signals are clear and audible. | ___ | ___ | ___ |
| 3. Signals are consistent and are as specified in the program. | ___ | ___ | ___ |
| **Prompts** | | | |
| 1. Prompts are given in the correct sequence as written in the program (e.g., independent, verbal, gestural, physical). | ___ | ___ | ___ |
| 2. Prompts are given at the correct times (e.g., with signal, following error or 3 sec. with no response) as written in the program. | ___ | ___ | ___ |
| 3. Prompts are consistent and minimal (e.g., no extra words in verbal prompt). | ___ | ___ | ___ |
| **Consequences** | | | |
| 1. Praise or other reinforcers are delivered within 1 sec. following correct response. | ___ | ___ | ___ |
| 2. Corrections (e.g., prompts) are given within 1 sec. following errors (if specified in the program). | ___ | ___ | ___ |
| 3. If tangible reinforcers (e.g., tokens, food) are used, praise is delivered at the same time. | ___ | ___ | ___ |
| 4. Praise is specific to the task (i.e., tell what the client did to earn praise). | ___ | ___ | ___ |
| **Format** | | | |
| 1. The format was used as specified in the program (e.g., total task, forward chaining). | ___ | ___ | ___ |
| 2. On chaining programs, addition of new steps was done as specified in the program. | ___ | ___ | ___ |

CLIENT INFORMATION SHEET

Long-term Goal:

Enroute Objectives:
1.

2.

3.

Client Information:
Age:

Sex:

Type of Disability:

Limitations based on
Residential information--

Vocational information--

Other information--

Strengths:

Test Form A-Key

1. Describe a backward chaining format to teach putting on a tee shirt. Include one example of a prompt from each level of this hierarchy that could be appropriate and teacher and client initial actions. You must include task analysis.

   Verbal Prompt, Demonstrating Prompt, Physical Prompt

1. Backward Chaining: Teacher does all the task except the last step. Teacher teaches last step. Then teacher does all but last two steps. She teaches second to last, and child does last step.

   Credit up to 50% for task analysis
   Credit up to 50% for rest of procedure

2. Write a training program for sorting colored IBM cards. The program must provide evidence of prompting, fading, discrimination training, shaping, task analysis, and generalization training.

2. Must show evidence of each of the training techniques called for. Should list a task analysis and indicate whether forward chaining, backward chaining, or total task will be used. Appropriate plan for use of prompts should be indicated. Should show evidence of how fading, discrimination training, and task analysis might be used. Should indicate how they will increase the chances of generalization.

   Credit up to 50% for appropriate task analysis.
   Credit up to 50% for other components.

3. Describe a total task format to teach hand washing. Include one example of a prompt from each level of the hierarchy that would be appropriate and teacher and client initial actions. You must include task analysis.

   Verbal Prompt, Demonstrating Prompt, Physical Prompt

3. Total Task: Client does entire task; teacher prompts only where necessary. Prompts: V-"turn on the water" D-show him how P-take his hands in yours and make him turn on the water.

   Credit up to 50% for task analysis
   Credit up to 50% for rest of procedure

Test Form B-Key

1. Write a training program for sweeping a workroom. Program must provide evidence of prompting, fading, discrimination training, shaping, task analysis, and generalization training.

1. Must show evidence of the training techniques called for. Should list a task analysis and indicate whether forward chaining, backward chaining, or total task will be used. Appropriate plan for use of prompts should be indicated. Should show evidence of how fading, discrimination training and task analysis might be used. Should indicate how they will increase the chances of generalization.

   Credit up to 50% for appropriate task analysis.
   Credit up to 50% for other components.

2. Describe a backward chaining format to teach zipping a zipper. Include one example of a prompt from each level of this hierarchy that would be appropriate and teacher and client initial actions. You must include task analysis.

   Verbal Prompt, Demonstrating Prompt, Physical Prompt

2. Backward Chaining: Teacher does all but last step and teaches that one. Then teacher does all but last two steps. Teacher teaches second to last step and client does last step.

   Prompts: V-"pick up the tab" D-show him how P-take his hand in yours and make him pick up tab.

   Credit up to 50% for task analysis.
   Credit up to 50% for rest of procedure.

3. Describe a forward chaining format to teach cutting glass. Include one example of a prompt from each level of the hierarchy that would be appropriate and teacher and client initial actions. You must include task analysis.

   Verbal Prompt, Demonstrating Prompt, Physical Prompt

3. Forward Chaining: Teacher teaches first step. Then client does first step and teacher teaches second step.

   Prompts: V-"pick up the cutter" D-show him how P-take his hand in yours and make him pick up the cutter.

   Credit up to 50% for task analysis.
   Credit up to 50% for rest of procedure.

TASK 1: OPEN DISCUSSION
Purpose: Objective 1
Duration: 30 minutes
Materials needed: Module text
Instructions: See p. 1

Discuss the following questions:

1. What is maintenance?
2. What is generalization?
3. What is transfer of training?
4. When should you begin to plan for maintenance, generalization, and transfer?
5. What characteristics of training will promote maintenance, generalization, and transfer? What characteristics of training will make them less likely?
6. What schedules of reinforcement will promote maintenance?
7. Some people say that you should not use a lot of praise to improve work behavior in a workshop because the clients will not get praised a lot in a competitive job. Would you agree or disagree? How could you assure that clients' work performance improves and then remains high when moved to competitive work?

TASK 2: WRITING MAINTENANCE AND GENERALIZATION PLANS
Purpose: All objectives
Duration: 60 minutes
Materials needed: Module text
At least one situation description per small group
Instructions: See p. 4

1. Divide trainees into groups of 3-5.
2. Give each group one of the following situations and instruct groups to write maintenance/generalization plans.
3. Get the whole group together and discuss the situations and plans.

Situations:

1. Fred is learning sign language. Once a day for 15 minutes you work with him on learning new signs. He currently recognizes and can make 70 signs and can fingerspell. He does not use signs outside the training session. Tell (a) what you could do to get Fred to use signs outside the training session and (b) what schedule of reinforcement you would use to maintain that behavior.

2. Ted works on task very well. He currently produces an average of 60 drapery pulleys per hour. He spends up to 80% of work time attending directly to task. However, to maintain this he requires praise and other staff attention at least once/minute. For this reason, he is not being considered for competitive placement.

3. Jo Ann threatens co-workers an average of 6 times per day. Each time she makes a threat, she is removed from the work area for 10 minutes and then required to apologize to the person she threatened. She is selective in choosing clients to threaten, usually picking those who will cry, go for staff, or argue loudly. Assume that you do not wish to have her removed for such long times and that her rate of threats has decreased from 30 or more per day.

4. Cindy is a client at the Augusta Vocational Training Center. Her job is to insert papers into a machine that stamps them. For every five papers she stamps, a plastic token is given to her and she is praised. The staff are worried about how Cindy will perform when she is moved to a regular job in a factory next month. After all, in her regular job, she will not get tokens, only a weekly paycheck. What can the staff do?

5. You have taught Sara to sort items by color in preparation for a job sorting meter parts. You have used colored chips to do the training. How can you get her to sort meter parts? How could your original training have been improved to promote generalization?

TASK 3: FAULT-FINDING GAME
Purpose: Sensitize trainees to problems in generalization and maintenance
Duration: 30 minutes
Materials needed: Handout--Client Information Sheet for Maintenance
Instructions: See p. 2

1. Divide into teams.
2. Pass out Client Information Sheet for Maintenance.
3. Instruct teams to each develop one situation. There should be at least one fault which will cause problems in maintenance or generalization.
4. Either rotate situations or have all other groups respond to each group's situation.
5. Award points.

TASK 4: IDENTIFY SCHEDULES
Purpose: Objective 1
Duration: 15 minutes
Materials needed: Work Sheet--Identifying Schedules of Reinforcement
Instructions:

1. Hand out work sheet.
2. Allow trainees time to answer the first three questions.
3. Discuss why each answer is correct. Ask how the schedule will affect maintenance.
4. Repeat for the rest of the questions.

TASK 5: ASSIGNMENT
Purpose: Objective 2
Duration: Assignment
Materials needed: None
Instructions:
Instruct trainees to choose one program currently being used to teach or increase a behavior of a client. For that program, the training should plan a method to promote maintenance and generalization.

CLIENT INFORMATION SHEET FOR MAINTENANCE

Goal:

Enroute Objectives:

1.

2.

3.

Describe the ultimate environment in which the behavior should occur after training:

Limitations because of:

Residential information--

Vocational information--

Other information--

Current program:

Description of training environment--

Cues or instructions--

Consequences for correct response--

Consequences for error--

Consequences for no response--

WORK SHEET--IDENTIFYING SCHEDULES OF REINFORCEMENT

For each situation, write the name of the schedule (e.g., VRS, CRF) and tell how this schedule will affect both current behavior and maintenance.

1. Clients in the coupon area are not supervised all the time. The supervisor also must watch the clients who are separating and stacking papers and magazines. She gets into the coupon area about once every 5-10 minutes. She can see through a window just before she gets to the door, so she can tell whether clients are working before they see her. She praises those clients who are working just as she gets into the work area.

2. Whenever Ann exercises on the exercise bike, jogging trampoline, or exercise mat, staff come over to tell her how much better she looks when she has exercised.

3. Jodi is allowed to start her break period whenever she has completed 200 assemblies.

4. Jim may start break only when he has completed "enough" assemblies. No one counts how many, but the box has to be about full. Sometimes staff let him get away with doing less and sometimes they make him fill it all the way.

5. If Tony asks the same question twice within a 10 minute period, everyone ignores him. If at least 10 minutes has passed, staff will answer.

Test Form A-Key

After each story write the entire schedule name (i.e., VR 4) and the expected pattern of behavior (i.e., a pause and then a burst of responses).

1. The foreman at Dunn County Workshop walks past Jake telling him "good job" every hour on the hour.

1. schedule: FI 1 hour
   pattern: long pause; work just before the hour

2. The foreman at Mid-America Workshop walks past Zoe saying "good job" every once in a while, averaging about once every 2 hours.

2. schedule: VI 2 hours
   pattern: high, steady rate

3. Cliff works for a political campaign stuffing envelopes. For every 100 stuffed, he receives 50¢.

3. schedule: FR 50
   pattern: work until 50 are done; then pause

4. You praise Zeke after he has packed about 10 first-aid boxes.

4. schedule: VR 10
   pattern: high, steady rate

5. For approximately every 3 circuit boards completed correctly, Grace receives a token.

5. schedule: VR 3
   pattern: high, steady rate

Write 2 maintenance and/or generalization procedures that could be used in the following situations.

6. Mike makes a bed at criterion level for you in the independent living skills classroom. He receives praise for every step completed.

6. Go to a VR schedule
   Use another teacher
   Have him do it at home

7. John received 100% on a time telling work sheet with clocks drawn on it. He gets a token for every clock done correctly.

7. Go to a VR schedule
   Use real clocks in different settings

Test Form A-Key (Con't.)

8. In a study carrell, Will is at criterion level on bike brake assembly. He receives a token for approximately every 2 he completes correctly.

8. Go to a VR 5 schedule (or something a little more than VR 2). Move him to a setting more like this real work setting.

9. Harriett follows your instructions in the classroom, but does not follow anyone else's. You praise CRF.

9. Teach someone else to praise her instruction following.
Thin the schedule.

Test Form B-Key

After each story, write the entire schedule name (i.e., VR 4) and the expected pattern of behavior (i.e., a pause and then a burst of responses).

1. The Recycling Center pays the clients at the St. Jude Activity Center 20¢ for every 50 cans they pick up.

1. schedule: FR 50
   pattern: pick up 50; then rest

2. Whenever you get a chance, you praise Mac for working hard. It works out that this happens about once every 15 minutes.

2. schedule: VI 15 min.
   pattern: high, steady rate

3. Cindy receives praise for about every 15 bolts she sorts.

3. schedule: VR 15
   pattern: high, steady rate

4. The pop machine is accessible to clients every 3 hours if they are working hard at the time.

4. schedule: FI 3 hours
   pattern: a pause; then work just before three hours is up, followed by a pause

5. Terry receives a token for about every 20 sausage casings he ties.

5. schedule: VR 20
   pattern: high, steady rate

Write 2 maintenance and/or generalization procedures that could be used in the following situations.

6. Peggy makes cheese sandwiches in the home-ec class for you. She gets to eat the sandwich if it is done correctly.

6. Use another teacher
   Do training in another setting

7. Margaret works very hard for you on sorting metal. She gets a point for about every 10 pieces done correctly.

7. Use another teacher
   Sort other items
   Use a VR 15 or something similar

Test Form B-Key (Con't.)

8. Jason is at criterion level reading the warning signs in the classroom. He gets praise from you whenever he reads one right. He does this at a regularly scheduled time each day.

8. Use real signs outside
   Go to an intermittent schedule

9. Jackie has started to work at Mac's Supper Club. He was at criterion level on all skills needed while at the workshop. You can only check on his progress occasionally.

9. Have him record and report his own behavior
   Have him reinforce himself
   Teach the supervisor to SR him

## REDUCING AND ELIMINATING BEHAVIOR (RA-9)

TASK 1: OPEN DISCUSSION AND MODELING
Purpose: Cover both objectives
Duration: 30 minutes
Materials needed: Module text
Instructions: See pp. 1 and 3

Assure that each of the topics and questions below is covered. When describing a behavior reduction technique, show how it is done. For example, describe blocking and then demonstrate one example.

1. What are 4 ways to decrease behavior?
2. What are the advantages of using reinforcement of alternative behaviors instead of extinction or punishment?
3. Give an example of changing the environment to decrease a behavior. What is one advantage and one disadvantage of this method.
4. Demonstrate blocking. When should it be used?
5. Explain extinction. Describe the problems (initial burst of behavior, slow reduction, emotional behavior) and example of a candy machine which doesn't give candy (causing people to hit the button several times and kick the machine).
6. Explain discriminated extinction and how it affects programs.
7. What does "reinforcing an incompatible behavior" mean?
8. Define punishment. Review how punishment is different from negative reinforcement.
9. Describe time out. Discuss how time out is different from isolation (it may be in isolation or may not; there is documentation that the behavior is changing). Discuss how isolation may actually reinforce behavior by providing quiet time or staff attention in taking the client to the time out area.
10. Demonstrate overcorrection. Begin with restitution and then show positive practice. Emphasize the requirement of overcorrecting.
11. Discuss satiation.
12. Discuss response cost and ask for examples of response cost from everyday life or work situations (e.g., traffic tickets).
13. Remind trainees of the ethical issues involved in choosing programs (probable effectiveness, consent, risk, least restrictive alternative, normalization, cost and practicality of consistent use).

TASK 2: WORK SHEET
Purpose: Objective 1
Duration: 45 minutes
Materials: Work Sheet--Behavior Reduction
Instructions:

1. Instruct trainees to do questions 1-5. Discuss.
2. Repeat for questions 6 and 7.
3. Repeat for question 8. Note that this is a review question for the module Teaching New Behavior.
4. Repeat for question 9.

Note: This can also be done in small groups to encourage peer tutoring which may carry over into the actual work setting.

TASK 3: MODELING AND ROLE PLAY
Purpose: Improve trainees' performance in applying reduction techniques
Duration: 60-120 minutes, depending on number of trainees and skill
Materials needed: Materials for sample tasks, where needed
Instructions: See p. 3

1. For each of the reduction techniques:
   a. Briefly review the technique.
   b. Present a situation.
   c. Assign a client.
   d. Model the technique.
   e. Assign a trainer.
   f. Have trainer role-play the technique with the client.

   For example, for the technique of "time-out" you would
   a. Say "time-out involves removal of reinforcers for a short period of time following a behavior, and the behavior decreases. We will pretend that this is a 30 second time-out. Remember, we 1) warn, 2) tell, 3) take. Sam, I will remove you to this chair for pushing Joan."
   b. Model.
   c. Say, "OK, Mary, your turn."
   d. Evaluate her performance.

   You would need a timer (egg timer or watch) and chair for this.

2. Repeat for the following:

| Technique | Sample situation |
|---|---|
| Blocking | Client throws pencils and pens on the floor. |
| DRO | Client screeches and cries every now and then. |
| DRI | Client walks around the room and disrupts others. |
| Extinction | Client calls supervisor over and asks too many questions. |
| DRL | Client asks too many questions. |
| Response Cost | Client does not return on time from break. |
| Overcorrection* Positive Practice | Client slams the door. |
| Overcorrection* Restitution | Client throws paper on the floor. |
| Satiation | Client hoards things (e.g., paper in pocket). |

*Note: Assure that overcorrection is used. A common error is to simply require the behavior to be corrected or practiced once.

TASK 4: PROBLEM-SOLVING GAME
Purpose: Objective 2
Duration: 45 minutes
Materials needed: Client Information Sheet
Instructions: See p. 4

1. Divide group into teams of 3-5 trainees.
2. Instruct each team to describe a client and a behavior to be reduced.
3. Either present the description to the whole group or rotate groups.
4. Remind trainees that they can (and probably should) come up with an objective for the behavior to be reduced and an objective for another behavior to be increased.
5. Discuss answers and award points. Discuss any ethical issues, such as least restrictiveness, which relate to a given solution.

TASK 5: DEBATE
Purpose: Sensitize trainees to ethical issues
Duration: 20 minutes
Materials needed: None
Instructions: See p. 4

1. Assign panel or groups.
2. Give one of the following topics:
   a. Punishment should never be used in programs serving diabled adults. Agree or disagree.
   b. Situation--The Iowa City Home has been using time-out with clients who are aggressive. Whenever clients get aggressive, they are put in a large, empty closet for 15 minutes. The closet door is not locked unless the client tries to get out. A staff member always stays by the door. The newspaper has written a story with the headline "GROUP HOME LOCKS UP RETARDED RESIDENTS." Defend or attack this practice.

TASK 6: ASSIGNMENT
Purpose: Objective 2
Duration: Assignment
Materials needed: None
Instructions:

1. Instruct trainees to choose an actual behavior of a client to reduce. Trainee should write a program to reduce the behavior, including finding an alternative behavior to increase.
2. If desirable, trainees should go through their usual agency procedures for approving the programs, take baseline data, and carry out the programs.

WORK SHEET--BEHAVIOR REDUCTION

Answer the following questions.

1. John pushes the other workers in the work activity center an average of 8 times per day. You decide to make him sit in an isolated area for 5 minutes whenever he pushes. Here are his number of pushes per day:

| Day | Week 1 pushes | Week 2 pushes |
|---|---|---|
| M | 6 | 3 |
| T | 4 | 0 |
| W | 6 | 0 |
| T | 2 | 1 |
| F | 0 | 0 |

This is an example of:

a. punishment
b. reinforcement
c. extinction
d. none of these

Explain your answer.

2. John pushes other workers in the work activity center an average of 8 times per day. You decide to make him sit in an isolated area for 5 minutes whenever he pushes. Here are his number of pushes per day:

| Day | Week 1 pushes | Week 2 pushes |
|---|---|---|
| M | 6 | 5 |
| T | 4 | 6 |
| W | 6 | 6 |
| T | 7 | 4 |
| F | 6 | 7 |

This is an example of:

a. punishment
b. reinforcement
c. extinction
d. none of these

Explain your answer.

3. You have a problem with clients coming late. Usually, six or seven clients per day are late. You decide that clients who are late may not begin work until the next hour. They will not earn money during waiting time and must remain in the break area. After two weeks of this, you are averaging 10 to 12 late clients per day. This is an example of:

a. punishment
b. reinforcement
c. extinction
d. none of these

Explain your answer

4. You have a problem in your class with students coming late. You break the class into two teams. Each time a student is late, you put a mark on the chalkboard for the team. The team with fewer marks gets to do whatever they want for the last 15 minutes each day. Both teams get free time if they have 5 marks or less. After two weeks, they are averaging 2 marks instead of the 6 late arrivals they have averaged before. This is an example of:

   a. punishment
   b. reinforcement
   c. extinction
   d. none of these

   Explain your answer.

5. Mary Lou throws things at other workers, which disrupts their work. Each time you catch her you send her to the counselor, who counsels her about this behavior. This is an example of:

   a. punishment
   b. reinforcement
   c. extinction
   d. none of these

   Explain your answer.

6. Describe the difference between extinction and response cost.

7. List two situations in which you would consider using a punishment procedure.

8. In each of the following examples, tell whether chaining, shaping, or a combination of the two is being used. Explain your answers.

   a. Barry is training a mentally retarded youth to button his shirt. He specifies the behavior as pushing each button through the correct hole so that it will not come undone when the youth walks. Barry first buttons all but the bottom button and requires the youth to button it. Then he requires the youth to button the bottom two, then three, and so on until he is able to button all buttons.

b. Thomas is training an apprentice, Jimmy, in his woodworking shop to make picture frames. He teaches Jimmy how to match the angles, to insert the proper braces, to apply the adhesive, and to stain the wood. Once Jimmy has learned these, Thomas gives him some pieces to make. He praises Jimmy for better frames and makes him start over when he does poor work. Finally, when Jimmy has made an excellent frame, Thomas assigns him to make a simple frame for a customer's order.

9. Which procedures are being used in the following examples?

a. At the beginning of each daytime hour, Mr. B. records whether or not Eric is sitting in his room at the state hospital. If Eric is out of his room, Mr. B. places a token in his token box.

b. Mrs. Kvetch records the number of complaints she makes each day for a week. If the total is less than 15 per week, she treats herself to a lobster dinner.

c. Mac often requests things he cannot have, such as money from staff. If refused, he often begins to yell and scream, bite himself, or knock over furniture. Staff begin a program in which they make him clean the entire room if he knocks over furniture. After two weeks, he yells, screams, and bites himself but no longer knocks over furniture.

Test Form A-Key

1. Choose the best answer for each of the following 12 questions.

| | |
|---|---|
| A. Response cost | G. DRI |
| B. Time out | H. DRL |
| C. Extinction | I. Not a decelleration |
| D. Overcorrection | J. Not enough information to determine procedure |
| E. Satiation | |
| F. DRO | K. Presentation of an aversive stimulus |

a. You make Tom go to the hall every time he yells at his neighbor on the work line. Here are the data for last week:

Number of trips to the hall: M--2
T--3
W--3
Th--5
F--4

a. I--not a decelleration

b. When Margie drops a bolt on the floor, she has to sit quietly 30 seconds. Here are the data on number of bolts dropped.

M--25
T--23
W--18
Th--17
F--10

b. B--time out

c. Whenever Leslie wasn't working, she used to spend her time watching her hands. Now you are teaching her to latch-hook during her break time. Here are the data on % of her intervals spent watching her hands.

M--29% T--27% W--17% Th--19% F--17%

c. G--DRI

d. Harriett keeps trying to take bolts home with her. She hides them in her pockets and lunch box. You have started giving her a large sack of 25 bolts every day to take home. Here are the data on number of bolts her mother finds at home.

M--69 T--57 W--71 Th--59 F--34
M--39 T--31 W--25 Th--25 F--25

d. E--satiation

Test Form A-Key (Con't.)

e. When Evelyn answers the phone, she used to talk too loud and act inappropriately. You have been working on this and both you and her mother think she is doing better.

e. J--not enough information

2. Develop the behavior reduction techniques indicated in each of the situations below:

a. Bill frequently walks away from his work station in the sheltered workshop. He does this approximately 7 times per hour.

Response Cost:

a. Program must include removing a reinforcer, the behavior decreases, and an opportunity to earn half back. E.g., every time he walks away from his work area--he loses points, or free times, or some other reinforcer.

b. Nancy requests assistance from her supervisor approximately once every 5 minutes. She is very competent and does not need this much assistance.

DRL:

b. Program must include criteria for delivery of reinforcer which designates a low rate of behavior. For example, reinforce Nancy for every ½ hour period in which she asks for assistance no more than once.

c. Bill scratches on the walls with the screwdriver he uses to disassemble parking meters.

Overcorrection:

c. Must include practicing the appropriate behavior and restoring the environment to better than it was before the inappropriate behavior, contingent on the unwanted behavior, and the behavior decreases. E.g., have Bill dust all walls, or wash them, etc. He may practice using the screwdriver in screws.

Test Form B-Key

1. Choose the best answer for each of the following questions:

A. Response cost
B. Time out
C. Overcorrection
D. Extinction
E. Satiation
F. DRO
G. DRI
H. DRL
I. Not a decelleration
J. Not enough information to determine procedure
K. Presentation of an aversive stimulus

a. Alfred often hits other clients, so now every hit results in his being sent to the hall. Here are the data on number of hits.

M--7 T--7 W--6 Th--5 F--2

B--time out

b. You give Mae a lot of social praise when she completes a task. Here are the data on number of jobs completed last week.

M--11 T--10 W--10 Th--8 F--8

K--presentation of an aversive stimulus

c. Lindley is sent to the time out area when he throws bolts. He was sent 4 times Monday, 3 times Tuesday, 5 times Wednesday, 4 times Thursday, and 5 times Friday.

I--not a decelleration

d. Every time John spills his coffee, he has to mop the entire dining area. Here are the data on number of spills:

M--4 T--3 W--3 Th--2 F--2

C--overcorrection

e. James is often out of his work area--usually in the lunch room. Every time he is away from his work station you holler at him loudly to "get back to work right now." Here are the data on % of time at work.

M--47% T--45% W--41% Th--35% F--32%

I--not a decelleration

f. When Aaron used to cry, he got to sit in the office. Now you make him continue working. Here are the data on % of time crying.

M--39% T--47% W--54% Th--49% F--35% S--27%

D--extinction

Test Form B-Key (Con't.)

g. Jack is sent to a chair facing the wall whenever he breaks a piece of equipment. Here are the data on number of trips to the chair last week.

M--6 T--5 W--5 Th--3 F--1

B--time out

h. You are giving John 1 hour of free time for every day he remains at his work station at appropriate times. Staff report he is doing better.

J--not enough information to determine

2. Develop the behavior reduction techniques indicated in each of the situations below:

a. Mike scratches his face when sitting in class.

DRI

Must include an incompatible behavior that is to be reduced. For example, reinforce Mike's sitting with his hands at his side.

b. Carol yells out loud to every person who enters the workshop.

EXTINCTION

Must include withholding of a previously existent reinforcer contingent upon existence of the specified behavior. For example, when Carol yells, all persons in the workshop ignore this behavior.

c. Marcia removes tools from other individuals' work areas.

OVERCORRECTION

Must include: practicing the appropriate behavior and restoring the environment to better than it was before the inappropriate behavior. E.g., Marcia should straighten up everyone's work area for them. She should practice walking by work areas without touching any tools.

# TOKEN ECONOMIES (RA-10)

TASK 1: OPEN DISCUSSION
Purpose: Cover all objectives
Duration: 30 minutes
Materials needed: Module text
Instructions: See p. 1

Assure that the following are covered:

1. Define token
   token reinforcer (Note: a token becomes a token reinforcer when it increases the behavior it follows)
   back-up reinforcer
2. When should you choose to use tokens?
3. List reasons for using tokens. Advantages. Disadvantages and problems.
4. How can praise be turned into a reinforcer?
5. List the 7 steps in using a token economy.
6. Tell how to keep good behavior while phasing out a token economy.
7. Why should a token economy be phased out?

TASK 2: REVIEW TOKEN ECONOMY
Purpose: Objective 5
Duration: 10 minutes
Materials needed: One module text per trainee with completed Scene One exercises.
Instructions:
Cover the exercises step-by-step, prompting questions and comments from trainees. Assure that they understand why the sample answers are correct and come up with variations on the samples.

Alternative: Hand out Activity Sheet #1 (same as Scene One) and instruct trainees to prepare a token economy.

TASK 3: PREPARE A TOKEN ECONOMY
Purpose: Objective 5
Duration: 45 minutes
Materials needed: Module text
Activity Sheet #2
Instructions:
1. Divide into teams of 3-5 trainees.
2. Instruct trainees to develop a token economy for the situation on the activity sheet.
3. Have each team complete step one. Then have two or three teams report.
4. Repeat for each of the other steps.

TASK 3 ALTERNATIVE: PREPARE A TOKEN ECONOMY
Purpose: Objective 5
Duration: Assignment or 45 minutes
Materials needed: Module text
Activity Sheet #3, Project Feedback Sheet

Instructions:

This may be done as an individual assignment or in the group discussion format covered in Task 3.

The token economy can be for an individual client or for a group. The token economy project feedback sheet can be used either to grade the economy or as a checklist for use while developing the economy.

TASK 4: SOLVING PROBLEMS IN TOKEN ECONOMIES (FAULT-FINDING GAME)
Purpose: All objectives
Duration: 30 minutes
Materials needed: Activity Sheet #4
Instructions: See p. 2

This exercise can be done individually with group discussion or as a Fault-Finding Game with points awarded to teams. Have trainees do the first problem, discuss solutions, and then do the second problem.

Following are some of the problems and possible solutions:

| | | Problem | Possible Solution |
|---|---|---|---|
| 1. | A. | Problems are poorly defined. | Define better. For example, "working" could be defined as "producing at least 3 widgets in an hour." |
| | B. | Menu of reinforcers is too limited. | Add reinforcers, such as bonus money, extra break time, or choice of job. |
| | C. | No generalization plan is stated. | State that praise should be given with points. |
| | D. | Points are given only after an entire hour of work. | Base points on productivity so that they can be given as soon as items are made. |
| 2. | A. | All clients are on the same system, although two clients do not need it. | Do not put those two clients on the system. |
| | B. | Points are not visible to the clients. | Give chips (each client has own color) or use point cards which clients keep |
| | C. | Clients must purchase the materials to do desired behavior. This may be fine in later stages of an economy, but it may discourage improvements at first. | Provide board games, puzzles, and craft kits at no charge. |
| | D. | Clients may not know how to play games and do crafts. | Provide instruction. |
| | E. | No less intrusive system was tried first. | Possible less intrusive programs include providing instruction, setting up contests, modeling and prompting, and praising. |

Activity Sheet #1

Jack is a 23-year old man with Down's Syndrome. Although he is able to perform his job (assembling cams for small motors) accurately, he spends very little time working. He frequently disrupts other workers, taking their supplies, pinching women, and pretending to be a movie "tough" guy.

Whenever you try to praise Jack for working, he swears at you and stops. When you praise him, he averages 1.2 cams per hour. If you leave him alone, he averages 2.6 cams per hour. Industry standard is 11 cams per hour.

Praise, obviously, is not the answer. For Jack, praise is not reinforcing. What can you do?

Activity Sheet #2

The residents of the Home for the Handicapped are, to put it bluntly, slobs. They rarely make their beds, clean the bathrooms and living areas, or police the grounds. They wash the dishes and their own bodies only with much prompting (yes, call it nagging) from staff. Staff have tried praising clients for doing work. They have resorted to criticizing clients constantly when they do not do their chores. What can be done?

Activity Sheet #3

For an individual or group of your choice, prepare a token economy which meets all the guidelines on the grading sheet. Define the behaviors, prepare a menu of reinforcers, establish prices and wages, tell how you will introduce the system, tell where and when exchanges will occur, and tell how you will fade out the system.

Assume praise is not a reinforcer for one of your clients.

1. How can you turn praise into a reinforcer?

2. List the seven steps in using a token economy.

3. List three ways to maintain behavior while phasing out a token system.

4. Have staff design economies, exchange, and then rate each other's using feedback sheet found in module.

Activity Sheet #4

Each of the following token economies has at least one thing wrong with it. None of the economies works, and there are also other problems. Find the problems and suggest solutions.

1. Arthur has been assigned to several jobs at the sheltered workshop where he works. Although he usually learns the jobs quickly, within a week he starts to complain about the job. His production rate is very low, mostly because he spends his time complaining and refusing to work. Staff attempted to praise him for working, but he still worked very little. The following token economy was established.

| Behavior | Points earned or lost |
|---|---|
| 1. Working | 10/hour |
| 2. Working especially hard | 5 bonus |
| 3. Complaining | -10/complaint |

| Reinforcers | Prices |
|---|---|
| 1. Snacks or pop at break | 1 point = 1¢ |

2. The teenaged residents at Handicap House do not make constructive use of leisure time. They either sit and watch TV, bicker among themselves, or engage in odd or inappropriate behaviors (such as flapping arms, or masturbating in the living room). Only two of the residents play board games or work on puzzles or crafts. You decide to try a token economy for all the residents.

| Behaviors | Wages and fines |
|---|---|
| 1. Putting together puzzles | 10 points/completed puzzle |
| 2. Doing crafts | 5 points/10 minutes |
| 3. Watching TV quietly | 1 point/10 minutes |
| 4. Playing table games | 10-20 points/complete game depending on the game (each game is marked) |
| 5. Bickering (any disagreement that includes an insult or threat or voices louder than speaking voice) | -5 points |
| 6. Odd behavior after 1 warning | -5 points |

Points are put in a book at the house parent's desk.

| Reinforcers | Prices |
|---|---|
| 1. Board game or purchase one/day | 5 points |
| 2. Craft kits | 1 point = 10¢ |
| 3. Snack at snack time | 20 points |
| 4. Field trip (scheduled each week) | 100 points |

When this begins to work, there will be an attempt to require longer periods before payoffs (for example, two puzzles might be completed before tokens would be given). However, the token economy has not worked. Two clients have started to play board games, but one of the original players has stopped. The rest of the residents still do what they had been doing.

Project Feedback Sheet

Project: Design a token economy
Points to pass: 12

| Criteria | Maximum Points | Points Earned |
|---|---|---|
| 1. The behaviors that earn tokens are clearly specified. | 2 | _____ |
| 2. At least 75% of the behaviors or potential points are productive behaviors rather than lack-of-disruption behaviors. | 2 | _____ |
| 3. The target behaviors are individualized. | 1 | _____ |
| 4. Quality of response and quantity are specified. | 1 | _____ |
| 5. A menu of reinforcers is provided which: | | |
| a. provides adequate variety | 1 | _____ |
| b. is balanced with wages | 1 | _____ |
| c. provides for both short-term (daily or quicker) and long-term range consequences | 1 | _____ |
| 6. The token: | | |
| a. is easy to give | 1 | _____ |
| b. is difficult to steal or trade | 1 | _____ |
| c. allows for response cost | 1 | _____ |
| 7. How the behavior will be maintained is described. | | |
| a. praise before tokens | 1 | _____ |
| b. increasing behavioral criterion | 1 | _____ |
| c. increasing delay | 1 | _____ |
| d. self-presentation of tokens | 1 | _____ |
| 8. A monitoring and evaluation system is set up. | | |
| a. tokens earned and spent | 1 | _____ |
| b. behavior improvement | 1 | _____ |
| Total | | _____ |

Test Form A-Key

1. List three reasons why a token economy may be useful.

1. a. Tokens can be exchanged for a variety of reinforcers. (Satiation can be avoided. You can assure that there will always be a reinforcer available.)
   b. Tokens can be given immediately. (They bridge the gap between the response and reinforcer. They become reinforcers themselves and can be given right away.)
   c. Token requirements can be adjusted for individual skill levels. (It is easier to adjust for individuals. They allow an easier way to use shaping.)
   d. Tokens can be given without interrupting an activity.
   e. Token loss may be used as a punisher (Response cost)
   f. By pairing praise with tokens, praise can be made into a reinforcer.

2. Assume you have tried to use praise as a reinforcer for a particular client. You praise her quite often for attending to her task and ignore her when she is doing something else. Praise is not working; she does not seem to be working any harder. What can you do to turn praise into a reinforcer?

2. Pair praise with tokens. Give praise right before you give tokens. Gradually fade out tokens.

3. When should you consider using a token economy?

3. When simpler or less intrusive reinforcers do not work (especially socials such as praise).
When the behavior needs to improve a lot and praise does not work.

Do Not accept, when other reinforcers do not work. If someone gives that answer, ask that person to explain. There are other, more intrusive reinforcers (such as edibles given immediately).

4. Describe one possible problem of a token economy and one way to avoid the danger.

4. No teaching--make sure you use instructions, models, prompts, shaping, or some other teaching techniques along with tokens.

Requirements to earn tokens are too high--use shaping. Give small amounts of reinforcers frequently.

Requirements to earn points are too low--gradually raise the criteria.

Price-wage-imbalance--shift prices and wages. If possible, involve the client in negotiating prices and wages.

Bootleg reinforcers--make sure reinforcers are available only within the system.

Test Form A-Key (Con't.)

Clients exchange or steal tokens--code tokens so each person's is different from other people's.

Inadequate menu of reinforcers--add to the menu. Ask clients what they would like to buy with tokens.

4. Other clients interfere with one client on an individual token system--provide special reinforcers to the group for the individual's progress.

Points are meaningless--make them visible to the client. Teach the client point values by giving free tokens and permitting immediate exchange.

The system is inconsistently applied--assure that behaviors are well defined. Use tokens which are practical to give. Write the whole system down and post it.

Improvements in behavior disappear when the system is removed--fade out the system gradually. Pair praise with tokens and continue to praise while providing fewer tokens. Increase the requirements or delay. Allow the client to self-record.

Test Form B-Key

1. List three reasons why a token economy may be useful.

1. a. Tokens can be exchanged for a variety of reinforcers. (Satiation can be avoided. You can assure that there will always be a reinforcer available.)
   b. Tokens can be given immediately. (They bridge the gap between the response and reinforcer. They become reinforcers themselves and can be given right away.)
   c. Token requirements can be adjusted for individual skill levels. (It is easier to adjust for individuals. They allow an easier way to use shaping.)
   d. Tokens can be given without interrupting an activity.
   e. Token loss may be used as a punisher (Response cost).
   f. By pairing praise with tokens, praise can be made into a reinforcer.

2. Assume you have tried to use praise as a reinforcer for a particular client. You praise her quite often for attending to her task and ignore her when she is doing something else. Praise is not working; she does not seem to be working any harder. What can you do to turn praise into a reinforcer?

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When the behavior needs to improve a lot and praise does not work.

Do Not accept, when other reinforcers do not work. If someone gives that answer, ask that person to explain. There are other, more intrusive reinforcers (such as edibles given immediately).

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4. No teaching--make sure you use instructions, models, prompts, shaping, or some other teaching techniques along with tokens.

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Requirements to earn points are too low--gradually raise the criteria.

Price-wage-imbalance--shift prices and wages. If possible, involve the client in negotiating prices and wages.

Bootleg reinforcers--make sure reinforcers are available only within the system.

Test Form B-Key (Con't.)

Clients exchange or steal tokens--code tokens so each person's is different from other people's.

Inadequate menu of reinforcers--add to the menu. Ask clients what they would like to buy with tokens.

Other clients interfere with one client on an individual token system--provide special reinforcers to the group for the individual's progress.

Points are meaningless--make them visible to the client. Teach the client point values by giving free tokens and permitting immediate exchange.

The system is inconsistently applied--assure that behaviors are well defined. Use tokens which are practical to give. Write the whole system down and post it.

Improvements in behavior disappear when the system is removed--fade out the system gradually. Pair praise with tokens and continue to praise while providing fewer tokens. Increase the requirements or delay. Allow the client to self-record.